

POETRY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Eda Őiřman
171113103

MASTER'S THESIS

Department of Foreign Language Education
English Language Teaching Programme
Advisor: Asst. Prof. A. Nejat Tngr

İstanbul
T.C. Maltepe University
Graduate School
May, 2020

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JÜRİ VE ENSTİTÜ ONAYI



ETİK İLKE VE KURALLARA UYUM BEYANI

 maltepe üniversitesi	LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ ETİK İLKE VE KURALLARA UYUM BEYANI		Doküman No	FR-178
			İlk Yayın Tarihi	01.03.2018
			Revizyon Tarihi	23.01.2020
			Revizyon No	01
			Sayfa	1

07/05/2020

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bulguların sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilmeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; çalışmamın Maltepe Üniversitesinde kullanılan "bilimsel intihal tespit programı" ile tarandığını ve öngörülen standartları karşıladığını beyan ederim.

Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.


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Hazırlayan: Enstitü Sekreteriği

Onaylayan: Kalite Yönetim Koordinatörlüğü

DEDICATION



Every challenging work needs self efforts as well as guidance of elders

especially those who were close to our heart...

To my beloved parents Sebahat and Aytekin Şişman

Eda Şişman

May, 2020

ACKNOWLEDGEMENTS

It is a pleasure for me to thank all the people who contributed to this study. First of all, I would like to express my profound gratitude to my thesis supervisor, Asst. Prof. A. Nejat Töngür, without whose long term invaluable guidance, patience and constant encouragement this thesis would have never been concluded.

I would also like to utter my profound appreciation to all of my MA lecturers as well as the chair of our department Prof. Dr. Gürkan Doğan, Prof. Dr. Aysu Erden, Dr. Hakan Dilman, Dr. O. Murat Özüdođru for sharing their expertise and knowledge, for their support and notable contribution to my education life.

I would like to express my deepest gratitude to my parents, whose prays of day and night made me able to get such success and honor, my elder sister Ebru Şişman and my brother Murat Şişman for their encouragement, warm attitude and understanding. I always felt their endless patience, support and understanding throughout this study.

I owe special gratitude to my friend İrem Simge Gencer for her motivation since the beginning of the graduate program and during the challenging process of preparing this thesis. Without her support and warm friendship this study would not have been accomplished.

Ultimately, I wish to extend my wholehearted thanks to all of my friends, colleagues and teachers who believed in me, for their everlasting encouragement, understanding, patience and love during this challenging process.

ÖZ

YABANCI BİR DİL OLARAK İNGİLİZCE ÖĞRETİMİNDE ŞİİR

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Bu çalışma, İngilizce'nin yabancı dil olarak öğretilmesinde şiirin neden kullanılması gerektiğini, şiir içeren materyallerin seçiminde hangi kriterlerin olması gerektiğini araştırmak amacıyla yapılmıştır. Şiir odaklı etkinliklerin kullanılması, dil becerilerinin ve öğrencilerin iletişim becerilerinin geliştirilmesinde önemlidir. İngilizce ders kitaplarında yer alan şiirler ve şiir temelli etkinlikler bu beceriler ışığında ortaya çıkmıştır. Tez çalışmasında şiir çalışmasına dair stratejiler anlatılmıştır. Edebiyatın İngilizce'nin yabancı dil olarak öğretilen sınıflarına bütünleştirilmesi farklı alt kategorilerde ifade edilmiştir. Edebiyatın İngilizce'nin yabancı dil olarak öğretilen sınıflarında kullanımının gerekliliği, ayrıca edebiyat ve dil öğretimi arasındaki ilişki ile dil sınıflarındaki şiir kullanımı belirtilmiştir. Çalışmada farklı düzeylerde şiir kullanmanın avantajları ve yararları, İngilizce dil öğretiminde şiir kullanımının arka planı nedenleri ile sunulmuştur. Buna ek olarak, materyallerin seçimi ve şiir içeren materyallerin seçimindeki belli başlı kriterler alt kategoriler halinde belirtilmiştir.

Anahtar Sözcükler: Edebiyat, Şiir, Dil Becerileri, Öğrenci Türleri, Aktivite Seçimi, Edebi Metinler.

ABSTRACT

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Maltepe University Graduate School, 2020

This study has been carried out in order to investigate why poetry should be used in teaching English as foreign language and what criteria should be employed in the selection of materials with poetry. The use of poems and poetry-oriented activities are important in the development of language skills and communicative skills of learners. Poems based activities which take place in English coursebooks have been revealed in the light of these skills. Strategies for poetry study have been described in the thesis. The integration of literature in EFL classes has been expressed in different sub-categories. The necessity of literature use in EFL classes, the relation of literature and language teaching and the use of poetry in language classes have been stated. Advantages and benefits of using poetry in different levels, background to the use of poetry in ELT have been presented with its reasons in the study. Additionally, the selection of materials and the main criteria in the selection of materials with poetry in sub-categories have been stated.

Keywords: Literature, Poetry, Language Skills, Learner Types, Activity Selection, Literary Texts.

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LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

ELT : English Language Teaching

ESL : English as a Second Language

CLT : Communicative Language Teaching

GTM : Grammar Translation Method

GW : Group work

L1 : First Language

L2 : Second Language

PW : Pair work

CURRICULUM VITAE

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CHAPTER 1. INTRODUCTION

One of the issues debated in English Language Teaching (ELT) is the use of literature and the criteria in the selection of what to use and how to use literature in the teaching of English as a foreign language (EFL). Many teachers and critics agree that the use of literature in the ESL and EFL classrooms has advantages in several main areas and literature is advantageous in improving language skills. It is seen as a good resource of accurate diction, diverse sentence patterns and passionate narratives (Ghosn, 2002). Thus, it improves listening-speaking skills, reading-writing skills and language areas that are grammar, fluency and pronunciation. It allows learners to write creatively through the interaction with the literary texts related to literature. Literature has a wide range of different forms of use of language. Learners have an opportunity to see various sentence patterns, word formations and sentence structures. That is, literature embodies all various forms of use of language. Also, it definitely provides some benefits related to linguistic and communicative competence for both the teacher and the learner. It helps incorporation of linguistic competence into communicative competence by putting language into use in different social situations and it improves communicative skills and verbal skills of learners. In this sense, literature improves inner speech within the language learning environment. Learners have a chance to develop their verbal skills through the use of literature actively in the class. So, according to de Guerrero (2015), inner speech is actually internalized social speech; it is the most powerful tool of thought mediation (pp. 89-118). In fact, he believes that “children first engage in and then internalize the verbal practices of the community” (Guerrero, 2015, p.12).

On the other hand, Floris (2004) further lists the benefits of literature in language classrooms as a medium for the enhancement of language and recognition of cultures, a valuable source of authentic material and a guide with universal topics that encourages learners to relate themselves with the literary texts. Here the function of literary texts in arousing curiosity needs to be clarified. The literary text should trigger learners' interests in the class. Learners come from different cultural settings so the lesson should be designed according to learners' interests and teachers should take into account of learners' cultural background all the time. While learners learn the language,

they gradually acquire cultural norms, values through coursebooks, tasks, activities via literature. Learners should notice cultural differences among their classmates. Literature prepares an environment to achieve this goal for learners. According to Swiderski (1993), both teachers and learners anticipate the existence of diverse cultures in their classrooms, which is either a desire to find out how people who are speaking the target language fluently or a necessity to learn how learners should properly act when they are with the people who speak the target language. He also acknowledges that “each language classroom is an experiment in learning language” (Swiderski, 1993, p.25). Thus, learners observe different cultures, daily language use, cultural norms, moral values through literature, active language use in the class and see in what way other people think, interpret and act on various things. In addition to appealing to learners’ emotions, literature allows them to broaden their various perspectives on the world.

Additionally, literature frequently ensures motivation and emotional involvement among learners in the classroom. Mcrae (1991) emphasizes that emotional involvement also leads the learners get the amusement of using the language creatively by putting the learner free towards the target language (p.65). Learners feels themselves secure and they feel brave to express themselves through literary texts. Thus, Mcrae (1991) claims that literature also develops learners’ self confidence, motivate them in arousing their interests, it positively contributes to learners’ motivation, gives learners a chance to use their creativity in writing, improves their verbal skills and promotes their critical thinking skills. In a similar manner, it develops language awareness of learners which is a person's delicacy to a wide awake awareness of the nature of language and its stance on human life so the language awareness stimulates curiosity about language. There are two aims of language awareness which are extending understanding and promoting tolerance. Learners shows tolerance to the language itself and it can also develop awareness of pattern, system, units, categories, rules of language in use and the ability to reflect on them. It focuses on language in use, at functions, at genres, and also at language learning processes. Therefore, McKay (1986) states that reading literature, enlarges learners' awareness of language use because literary texts demonstrate language in discourse set in various social contexts (pp.191-192).

This study focuses on the consideration that many language teaching materials such as coursebooks on recent methods and new teaching techniques based on recent technological developments should include poetry oriented activities in an EFL learning environment. In this way, as a literary text, poetry can also be accepted as a motivating and authentic source to teach a foreign language and find its culture. Also, it supplies empathy among learners and provides knowledge of vocabulary, literary usage of language, right use of daily speech, improvement of language skills, effective communicative skills for learners as well.

Poems improve learners' self autonomy and poems give a pleasure of reading out of the class as well. It becomes a kind of entertaining activity for learners. So as to develop language skills learners should improve reading skills and reading strategies by reading poems and other literary genres. Thus, receptive and productive skills which are reading/listening, writing/speaking will be developed if learners are exposed to poems and activities about poetry. In addition, learners' cognitive abilities and critical thinking skills are improved through poems. While they encounter with unusual language of a poem, they start to inquire the meaning within the words. It broadens their capacity of thinking, it improves their skill to be able to read between lines. It offers a chance to take part in a share of comments about the meaning of words within the poem with each other. Moreover, reading poetry leads them improve their own interpretative skills after interacting with their friends in the class.

So, it is hypothesized that poetry as a literary text is beneficial to use with the purpose of improving language skills and language areas. For this study, poetry has been selected as an invaluable part of literature. So, the advantages of using literature and particularly of using poetry and selection criteria will be the main focus in this research. Admittedly, poems should be selected meticulously according to the age of learners, their gender, emotional understanding, intellectual level-headedness, linguistic proficiency, interests, learner's social and political expectations, cultural or ethnic background/nationality, learners' previous experience of reading literary texts (Fehaima, 2018). Likewise, poems need to be applicable to the life experiences, emotions or interests and needs of the readers. If poetry and poetry oriented activities are used in EFL coursebooks, there will be an effective language learning environment

in the class. It is widely accepted that the use of coursebooks which include poetry-oriented activities provides many advantages taken in the light of linguistic and communicative skills for learners.

1.2 Statement of the Problem

This study focuses on why poetry should be used in teaching English as a foreign language and what criteria should be employed in the selection of materials with poetry. Literature and poetry use in language teaching are significant elements of the effective learning process besides the necessary restricted materials and classes with traditional modes of language teaching approaches. In the second chapter, why literature should be integrated into teaching English with literature in EFL lessons according to the past and current approaches will be also within the scope of the thesis. Furthermore, this study emphasizes the necessity of poetry and poetry oriented activities in language classes. The study also states that the use of poetry offers many advantages and useful strategies particularly as well as the place of poems for learners to be able to improve language skills in English language teaching.

Namely, literature has many benefits to the learners regarding their interests, needs, levels and age. Literature is stated as "... the process of the development of the individual, training the intellectual, the affective, ethical and imaginative faculties... a history of the development of the culture of a whole people who speak that language" (Dyvadatham, 2014, p.33). Literature includes different kinds of texts at different levels of difficulty. Literature is a teaching tool in different language teaching methods. Various methods and approaches can be used in teaching English with literature. Therefore, the use of literature as a system for developing fundamental language skills that are reading, writing, listening and speaking and language areas that are vocabulary, grammar and pronunciation has been admired within the area of learning and teaching foreign language in recent years. Also, poetry oriented activities in coursebooks are designed to improve learners' linguistic and communicative skills. Sirinivas (2014) states that coursebooks in ELT classes particularly are based on communicative and practical materials that give importance on the pedagogy of language learning rather than including exquisite ways of language teaching, such as literature. So, activities for

poetry should take place in the coursebooks to provide effective language skills improvement in the class.

Thus, criteria which should be employed in the choice of materials as well as tasks with poetry which could be employed in the lessons will be one of the issues debated in this study. In order to support these ideas related to the study, opinions of various researchers about poetry use in language teaching have been taken into consideration. The selection of activities is crucial and teachers clearly should select poems suitably arranged to the level of the learners and teachers should guide learners with a sufficient support as it requires in understanding and comprehending the language of poem.

1.3 The Aim of the Study

This study aims to research why poetry should be used in teaching English as foreign language and what criteria should be employed in the selection of materials with poetry. Literature reading will prove to be a communicative activity if the teacher selects interesting activities related to poems. Poetry can be used as an authentic material in the class. Even if learners and teachers of EFL classrooms have negative attitudes and thoughts about poetry, learning activities related with poetry drives away the monotony of traditional language classes.

In the light of these considerations, this study aims at focusing on some specific areas in detail such as a thorough analysis of approaches, the integration of literature in EFL classes, poetry in language classes, advantages of poetry, the selection of materials, the criteria in the selection of materials with poetry, poetry-oriented activities and exercises to be employed for using poetry.

1.4 Limitations of the Study

There are limited creative activities to offer for all learners at the different ages in the duration of the study. Focusing on just one literary genre, that is, poetry apart from the other genres is the other limitation of the study. This study has some boundaries to gather information and to organize ideas. The other literary genres have a broader range of research area and opportunities to find selective activities but they are out of the scope.

In teaching a foreign language, utilizing from many useful materials related to the poetry is necessary rather than focusing on literature stand-alone. The diversity in the use of materials is a significant point. A wide range of various complementary and supplementary materials about poetry should be used as an aid in order to teach language skills effectively in a positive foreign language learning environment.

1.5 Operational Definitions

In order to comprehend the key concepts used in this study, the following definitions are presented:

Language Based Approach

Language based approach is an integrative approach between language and literature in classroom teaching. It provides an efficient way of teaching literature with both literature and language accompanying and strengthening the study of the other (Carter, 1996, p.2).

Language Awareness

It is a recognition of how language can mean, how its resources can be utilized to indicate dissimilar perspectives of familiar words and phrases (Widdowson, 1992, p.32).

1.6 Assumptions

The study has been carried out with some assumptions. The use of poetry in EFL classes is quite likely to offer various sources of activities. Moody (1971) defines poetry as “the language which has been chosen and organized with great care and skill, in some ways it represents language at its most perfect, most meaningful” (p. 29). In order to create a communicative atmosphere in the classroom, poetry might be a well designed momentum to control learners and improve language skills and vocabulary as well.

In this thesis study, the following are hypothesized:

First, poetry, if chosen meticulously and used properly, may be an influential language teaching resource and may help the learners developing their language skills

in the EFL classroom. To draw their attention in the lesson and to be able to read more poems, the teacher needs to lead the drive for learners and presents right interpretations of the poems. Using poetry in language teaching may be helpful in both language skills (speaking, listening, reading, writing) and language areas (vocabulary, pronunciation) integration. There should be an integration of literature in EFL classes and EFL coursebooks should have poetry and poetry oriented activities.

Second, if using activities for poetry may enable learners to develop ‘thinking in English’ or their language awareness, it develops their interpretational and inferential skills. Reading poetry exposes learners to a wide range of representational materials which need to invite learners to respond and react, to question and to evaluate, to interact with the poem, to get involved emotionally and creatively, and to relate it to their own experience.

Third, if the teacher needs to use all opportunities to design materials to use for learners by following 21st century skills in teaching language. By using poems and activities in the class, teachers give a chance to learners to set various forms of questions, learners may become fluent speakers and writers in the need of positive learning environment with the selection of appropriate materials and with the supportive guidance of the teacher learners may search for the apparent meaning and ponder upon underlying meanings.

CHAPTER 2. METHODOLOGY

The aim of this study is to investigate why poetry should be used in teaching English as foreign language and what criteria should be employed in the selection of materials with poetry so this study will include perspectives on the integration of poetry in English as a Foreign Language (EFL) classes to enhance the improvement of their language skills in comparison to the traditional foreign language teaching methods, the use of poetry in language teaching, advantages of poetry, material and activity selection in EFL classrooms. In this study, various sources such as books, journals, textbooks, dissertations have been used.

With a thorough exploration of language teaching approaches, this thesis is based on theoretical aspects of learner centered approach or communicative language teaching which could employ teaching poetry to develop main language skills and poetry in ELT. In accordance with this aim, the background to the use of literature, the integration of literature in EFL classes and why poetry should be used in EFL coursebooks are stated in the study. Also, the advantages of poetry, material and activity selection in EFL classrooms and material design with poetry are presented. Some references to the ideas and theories of some authorities such as Moody (1971), Collie and Slater (1997), Brumfit and Carter and McRae (1996), Maley and Duff (1989), Bassnett and Grundy (1993), Lazar (1993) are cited for the support of the claim.

The qualitative data analysis leads to the explanation of distinguishing, examining, comparing and contrasting or interpreting meaningful theme patterns. There are no participants in the process of the study and it is a theoretical study. Case studies have been observed with the aid of reading books, journals, dissertations, essays about poetry and literature. The conclusions include the qualitative data which will be examined with the aid of document analysis techniques. Namely, the qualitative document analysis itself is to be understood as a data analysis technique within the contexts of actual research experiences. Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit

meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008).

In this study, the research questions are specified one by one. A specification is important because the results can be directly related to them. This qualitative study highlights the importance on the use of literature and poetry in EFL classes and the integration of poetry in EFL classes as well. This qualitative study is based on exploring several approaches and methods such as Suggestopedia, Functional Approach, Communicative Language Teaching, Humanistic Approach, Learner-centered Approach, Language Based Approach, Story Grammar Approach, Reader Response Approach and The Stylistic Approach in order to analyse poetry use, literature and the selection of poetry-related materials in ELT.

In this part of the study, Research Questions, Data Collection Instruments, Data Collection Procedure and Data Analysis Procedure are introduced in detail.

2.1. Research Questions

This thesis proposal follows a theoretical study of the books, journals, dissertations, essays about poetry and literature which allows to review and observe their contents with the help of some basic research questions constituted by the researcher. These questions are aimed to find possible answers and make meaningful contributions to the field. The aim of the study is to conduct an investigation into why poetry should be used in teaching English as foreign language and what criteria should be employed in the selection of materials with poetry. Related to the aim of the study introduced above, these research questions below are mainly centered upon:

- Should poetry be integrated in EFL lessons?
- What criteria should be employed in the selection of materials with poetry?

2.2 Data Collection Instruments

Qualitative study which is based on several approaches and methods, taking notes from various sources are the data collection elements in this study. Articles, journals, internet sources and books which are related to the topic of this research are other supplementary resources. Referenced sources and data collection materials are

showed in detail and examples within the exercises are also presented. The qualitative data will be analyzed with the aid of document analysis techniques.

2.3 Data Collection Procedure

Although the main aim is to give prominence to the inclusion of literature in language teaching approaches this study focuses on two essential things in teaching language after a detailed analysis of involvement. First, why poetry should be used in teaching English as foreign language and what criteria should be employed in the selection of materials with poetry. Second, poetry draws learners' attention and interest, using different entertaining poetry oriented activities causes learners to use language actively in the class. Thus, the significance of integrating literature into EFL classes in order to improve language skills of learners and its contributions to the language teaching are going to be emphasized. In a similar manner, literature reading has a significant role in language teaching and it can be a communicative activity if the teacher selects activities related to the age, need, interest and linguistic level of learners. Different approaches that have an influence on literature are suitable for language teaching in various ways in order to develop language skills of learners. The goals of every approach show a difference accordingly the significance of skills order can change in time. In this qualitative study, the possible approaches such as Language Based Approach, Story Grammar Approach, Reader Response Approach, The Literary Critical Approach, The Stylistic Approach and post-method era approaches which require contemporary literature and language relation in teaching English as a Foreign Language in classes are going to be used.

Moreover, this qualitative study is based on some research questions and they lead the process of this study. They are described and their answers bring some solutions to the problems. By virtue of the document analysis, case studies, books, journals, dissertations, essays about poetry and literature will be observed and interpreted.

2.4 Data Analysis Procedure

The data analysis includes a comprehensive description and interpretation of literature and language approaches, advantages of literature in language teaching, language and culture, selection of literary texts in English Language Teaching, teaching English with literature, poetry and language, why teachers ignore the use of poetry in

teaching English , advantages of using poetry in EFL classes, strategies for using poetry in EFL classes and the criteria in the selection of materials with poetry in a systematic way in this thesis. It utilizes from a document analysis which studies from many different books, articles, dissertations, conversations requires that data be examined and interpreted in order to elicit meaning and gain comprehension.

Literature opens a new world to the learners because it cultivates the critical abilities of the learners. Literary texts are a rich source of classroom activities and can prove to be very motivating for learners. Accordingly, using poetry is seen as a process of broadening linguistic knowledge. Poetry improves verbal skills, encourages verbal analysis, improves critical thinking, forces a reader to think and develops empathy and insight. Poems present a rich, diverse repertoire and are source of much enjoyment for teacher and learner alike. Making the language of the poem as principal constituent for classroom study is a way of merging poetry into the syllabus and to make confident interpretations of a poem. Teachers can also encourage learners to make use of interpretative strategies while reading (Matus, 2018).

There are two significant points at using activities related with poetry. Firstly, it is clear that many of the techniques teachers commonly use in the classroom like jumbling up a text and asking learners to reorganise it can be used when teaching poetry. Secondly, poetry has some distinctive features which differentiate it from other forms of discourse. It provides an opportunity to decide how poetry can be valuable to the language learner. Undoubtedly, poems are capable of eliciting strong response from the reader and this motivates further reading of poetry in the foreign language. On the other hand, the selection of poems is important too. When the teacher is about to select materials with poems in order to make learners take part in, they need to consider which poems are suitable for their interests, language and maturity levels. The teacher should not be hesitant about dealing with more challenging poems and they need to give support to learners as far as personal and linguistic resources are concerned. Moreover, the activities selected should encourage learners both to improve their own responses and to have a pleasure of reading poetry in the target language all by themselves. The selection of poems shows varied approaches which can be used at different ages and interests (Fleming & Stevens, 1994). Meticulously chosen poetry oriented activities are

better to use in teaching language skills in the class. The materials with poetry should be suitable for learners' age, levels, needs, cultural backgrounds and motivation. In selecting materials, the real life encounter, feelings and hopes of the learner are significant matters. After a detailed analysis of involvement, integrating literature with language teaching approaches this study focuses on two essential things in teaching language. First, why poetry and poetry-oriented activities use helps learners developing their language skills such as reading, writing and listening, speaking. Second, poetry can drive the monotony of the class away and it draws learners' attention and interest, using different entertaining poetry oriented activities leads learners use language actively in the class. In addition to the aim of improving language skills, learners get motivated through poems and poetry oriented activities. Therefore, this study works on the stance of poetry and the importance of poetry oriented activities use in English Language Teaching.

The consolidation of literature in EFL classes and the influences of approaches related to the use of literature in an EFL class can supply advantages for learners' language education. Thus, there is a relation between language and literature. Accordingly, various approaches and ways of language teaching are shaped with the literature use by teachers in EFL classes. The use of literary texts is necessary to improve language skills and areas via literature therefore this data analysis touches upon the relation between language and literature. Depending on these ideas, a similar relation between language and poetry is a matter of fact as well. Through literature and specifically with poems, learners become acquainted with culture and they observe other people's ways of thinking. Learners indicate their own feelings and enlarge their perspectives on the world through poetry and language.

The qualitative data analysis causes to the explanation of distinguishing, examining, comparing and contrasting or interpreting meaningful theme patterns. There are no participants in the process of the study and it is a theoretical study. Case studies have been observed with the help of reading books, journals, dissertations, essays about poetry and literature. The conclusions cover the qualitative data which will be examined with the aid of document analysis techniques. The document analysis is a type of analysis within the contexts of actual experiences.

CHAPTER 3. LITERATURE AND LANGUAGE TEACHING

3.1 Introduction

Use of literature and use of poems in language teaching are significant components of the effective learning process in addition to the inevitably restricted materials and classes with traditional modes of language teaching methods. Admittedly, literature and poetry use in English language teaching classes improves linguistic and communicative skills of learners. Learners also improve their critical thinking skills, learn various uses of figurative language in learning a language in the class. Thus, they broaden their vocabulary knowledge through the interaction with each other. Strategies about poetry which focus on the content and the style can be used in teaching language. Literature and poetry offer learners with an opportunity to interact with the literary genre thus they go beyond meaning and develop a personal response to it. Undoubtedly, learners have a chance to express themselves in front of the class, acquire an involvement on their communicative skills, develop their insight, point of view, empathy, confidence and interpretative skills via literary texts. So, the poems create an environment for learners to be able to share their ideas relevant for the meaning of the poem and start to think critically about its theme and literary devices used in poems such as metaphor, simile, personification, oxymoron, hyperbole and other forms of metalanguage.

The initial topics covered in this part of the study include definitions of literature, the relation between Language Based Approach and literature in English Language Teaching, the former and present approaches in relation to teaching English with literature in EFL classes, the reasons of integration literature in EFL lessons, the importance on literature as an authentic material, literature for motivation, literature for personal growth, literature for language awareness.

In the following part, the definition of poetry is stated in different ways by some critics. Poetry in EFL classes, the background to the utility of poetry in ELT, the advantages of poetry are stated clearly in the fourth chapter. The selection of materials and activities about poetry, the necessity of poetry oriented activities usage in EFL coursebooks are also included in the study.

3.2 Literature and Language Approaches

In this part, various definitions of literature are given by many scholars. It leads to a way to see the literature has many fields of interest and areas of the study. As the arguments and different viewpoints are taken by linguists, the dictionary of literary terms presents, literature is “A vague term which usually denotes works belong to the major genres such as epic, drama, novella, romance, novel, short story and poetry. The literary work should have superior qualities, that is well above the ordinary run of written works” (Cuddon, 1999, pp. 505-506).

Moreover, according to O’Sullivan (1991) literature is “an umbrella term which includes a wide range of activities” (p.2) and using literature in EFL classes is beneficial to teach language through communicative, linguistic activities in order to improve productive and receptive skills.

In contrast, Widdowson (as cited in O’Sullivan, 1991) defines literature as ‘... fundamentally a study of language in operation’ (p.2) and O’Sullivan (1991) states that “Literature is beginning to be viewed as an appropriate vehicle for language learning and development since the focus is now on authentic language and authentic situations “ (p.2).

In an EFL class, language and literature integration is necessary to make learners collaborative, interpretative, active in speaking and writing skills. As a result of this, learners become confident and express themselves in public in a comfortable way. Alternatively, there are another ideas stated by different scholars about literature in language teaching in different ways. William Littlewood (2000) suggests literature provide its own context that allows it to “transcend the artificial classroom situation.” (p.179). Literature makes learners join the class effectively, learners make interactions with each other actively and share their ideas freely in the classroom.

On the other hand, Holten (Hess, 2003) identifies literature as “a quintessential language content” (p.19) and it is probably the only text written for the first aim of pleasure of reading. Learners should reach the pleasure of reading through meticulously selected literary texts and activities. According to Khatib et al. (2011a), when language learners are exposed to literary texts, their anxiety level is quite low because they enjoy

what is being taught. The reason of learners' enjoying reading literary texts, is based on carefully selected activities which are related to literary texts and the way to teach language skills. According to Hedge (1985), "Literary texts can develop the student's knowledge of language at the levels of vocabulary and structure and textual organization" (p.22). Accordingly, when reading a literary text, learners have a chance to reuse and attach the words learnt and they come across new expressions. It allows learners to come across different use of structures and many words through literature. Ghosn (2002) states that by "looking for main points and supporting details (of a text); comparing and contrasting; searching for cause and effect relationships; evaluating evidence, and becoming familiar with the type of language needed to express the thinking" the learners may develop their reasoning skills through literature (p.176). In foreign language teaching, literature is practical, useful, beneficial, effective resource suitable for learners.

In general, there are various approaches which have an influence on literature to improve learners' language skills. Different approaches to the study of literature have come into being. A general understanding of these approaches is substantial for teachers and learners in order to understand the best way to get an advance from literature in their classroom with their own language learning and teaching purposes. There is not only one certain approach applied to teach EFL and various methods and approaches have been utilized in the teaching of English. The goal of every single approach shows difference, the importance of skills order can change.

In the past, there was an insufficient place in using literature in EFL classes so approaches were limited as well. Some traditional approaches like Grammar Translation Method (GTM) and Direct Method used literature to some extent in EFL classes. With these methods, learners are not active, their feelings, needs, interests are ignored when learners read literary works and they do not get pleasure about it. There is no real life contexts to understand the meaning in the texts. According to Larsen-Freeman (2001), literary language is considered to be more preferable compared to spoken language in Grammar-Translation Method. Grammar Translation Method can be regarded as one of the most traditional approaches. Grammar is taught deductively and explicitly in an organized and systematic way. The aim of learning a second language (L2) is to make

learners to be able to read literature written in the target language and to develop learners' minds mentally, which was used in teaching classical languages like Latin and Greek. Grammar and vocabulary are to be memorized. There is only emphasis on accuracy and form. It can be said there is no communication and interaction in the class; however, literature requires learner engagement, interaction, interpretation-communication in an EFL class. Also, there is no real life context to elicit meaning. Learners are not active and their feelings are not considered in Grammar-Translation Method.

There is another traditional approach which is named Direct Method too. The priority of this method is on oral communication skills. The skills of reading and writing are to be developed in alignment with speaking. Situational or topic-based syllabuses are preferred. Vocabulary and grammar are taught in context. To learn language skills by using literary texts, this method has several disadvantages because there are not any traces of humanistic features or importance of learner feelings. On condition that learners are not led to use their first language (L1), their anxiety level increases in the class. Learners may have errors in language production since accuracy is not the main focus. Abstract words may be difficult to teach. In literary texts, there are new words and literary terms that are challenging for learners.

Admittedly, as Brown (1994) identifies, "it did not take public education into account where the restrictions of financial plan, classroom size, time, and teacher setting made such a method demanding to apply" (p.56). There have been many times when literature was included in and excluded from language teaching classrooms and "humanistic education" gave importance on literature for the sake of teaching practical language skills whereas "situational, audio-lingual and communicative approaches" eliminated literature in language classrooms in order to focus on oral communication competence (Appel, 1995, p.89).

Since the 1980s, communicative approaches especially Communicative Language Teaching (CLT) have had a commonness. There has been considerable objection to the term eclecticism because of its unprincipled nature. This objection can be seen in two different dimensions as theoretical and practical. The theoretical dimension focuses on the issues related to the status of English as a colonial construct

and its connection to the concept of method. The practical dimension involves the possible limitations of teaching methods when performed by actual practitioners. Accordingly, communicative language teaching is based on the Communicative Approach and Functional Approach. The aim is to enable learners to communicate using target language within a specific social context. Because communication means collaboration, interpretation, expressing, and negotiation. It promises success both in linguistic and communicative competence.

Furthermore, the second approach to employ literature in teaching of English, Suggestopedia, improved by educator Georgi Lozanov (1978), is based on humanistic approach. It aims at enabling mental capacity for maximum learning (as cited in Richards and Rogers, 1999). Suggestion is about facilitating memories, encouraging learners, assuming a 'child-like' approach to learners (infantilization), assigning new roles and names, and providing a soothed and comfortable learning environment by means of soft music. It is useful in teaching skills through poetry-oriented activities in the class. Through music, learners get relaxed, feel free in the classroom so they will be active through communication based activities during the class hour.

The use of first language is allowed in translations to make learners comfortable in understanding. It has many advantages involving learners in literature to develop their linguistic and communicative skills besides putting learners' feelings in the center helps to overcome psychological barriers. Humanistic view based on environmental relaxing elements lowers anxiety and learners are not afraid of making mistakes. Lozanov (1978) supports teaching language in a relaxed and calm atmosphere saying the texts chosen for the activities should engage emotions and have literary aspects (as cited in Richards and Rodgers, 1999).

Moreover, there is another modern approach which is called Language Based Approach (LBA) which focuses on teaching literature through language. Correspondingly, language use and literature teaching are related to each other. LBA combines language and literature syllabuses each other. Moreover, the use of teaching approaches and methods are significant in EFL classes learning through literature and literary texts because some learners can get confused, have problems to understand literary texts then they get bored when they face with literary texts. Therefore, they need

effective approaches and methods applied by the teacher. To get the control of this situation, activities should be selected very well and coursebooks need to include some modern and updated approaches like Language Based Approach, that is, an integrative approach which is used by Carter and Long (1996) and is conditional on the association between language and literature in the classroom. Language Based Approach requires collaboration, interpretation, expressing and negotiation so that the usage of communicative approaches can be beneficial to use in a learner-centred class. So, with the right preference of approaches in using literary texts or teaching language skills through literature, the lessons will be enjoyable and interesting for learners. Teachers should aid learners in the interpreting, paraphrasing, asking and answering questions about literary texts. Namely, they should guide learners to understand the text. Otherwise, when learners find the literary text challenging to understand without support and help of the teacher, they will get bored, confused and demotivated in the classroom so they give up understanding the text.

Additionally, Lazar (1993) offers some solutions with the application of some approaches for literature teaching. He claims that the first approach is Language-Based Approach, it is easy to combine the language and literature syllabuses in detail. In the course of this procedure, learners are going to be able to raise their consciousness and comprehension of English. Therefore, learners are motivated to use their understanding of known grammatical, lexical or discoursal classifications so that they can infer the texts aesthetically (p.27). Lazar (1993) also suggests the utility of literature as a content, literature takes its place as the content of the lesson in this very traditional approach. It focuses on fields like history, features of literary movements, literary genres and rhetorical devices. It also provides learners with historical, political and social setting of the texts. Learners might apply to their L1 if they want to talk about the texts or they can try to translate texts from their first language to second or from their second language to first language (Lazar, 1993, p. 35). Lazar (1993) goes on to say literature is used for personal enrichment and literature is a beneficial way of supporting learners' use knowledge of their own personal experiences, emotions and ideas. During the foreign language learning procedure, literature encourages learners to participate in lessons by using their reasons and feelings; and thus it helps language acquisition process (Lazar, 1993, pp. 23-24).

On the other hand, two new approaches, specifically the Story Grammar Approach and Reader Response Approach, related to the literature integration with teaching a foreign language have been suggested apart from other approaches stated above. Accordingly, Amer (2003) also explains two more influential approaches to be used so as to teach L1 narrative passages in EFL and English as a Second Language (ESL) literature. First, the Story Grammar Approach adopts the idea that readers should know about the structure of the passages. There is an interconnection between the readers and the passages so that the readers can use their previous knowledge in order to figure out what the passage intends to convey. “Narrative and expository” are the two important kinds of text structures (Amer, 2003, p. 712). The first one narrates a story and is generally placed among literature books while the second one depends on information and verifiable truths and can be run across among science and social studies books.

Second, with Reader Response Approach, EFL learners analyze the texts by using their dictionaries if necessary so as to comprehend the text thoroughly. Adopting the ideas of constructivism, the goal of this approach is to assist learners to reflect on the text by using their imaginativeness and personal experiences. Readers are not put within the limit of the text, but they are free to infer meanings of their own from the text (Amer, 2003, p. 713). The text is only there to serve as a tool for them for their own interpretations. As a result, learners are promoted to convey “how they feel” rather than “what they understand” from the text (Carlisle, 2000, pp. 67-68). Reader Response Approach is a learner-centred and process-oriented approach that involves the reader actively in the process of dealing with the text including their unique responses to the text (Carlisle, 2000). It came out in the 1960s and 1970s as a opposition to New Criticism, which comes apart the literary text and its meanings from the reader. Namely, learners deal with narrative and expository text structures in the story grammar. They interact with the text regarding the structure and grammar, notice word formation in sentences by themselves. In the former, learners see literary terms well, the latter is based on information, truths, common realities, science apart from literature (Amer, 2003, p.712).

In Reader Response Approach, learners are allowed to use their dictionaries if they come across unknown terms in the text by using their own imaginations, interpretations, feelings to be able to comprehend the text. Depending on the literature use in teaching language, Maley (1989) puts his approaches into two categories as follows the Literary Critical Approach aims to draw attention to the literary features of the analyzed texts such as “plot, characterization, motivation, value, psychology, background” (pp.10-11). However, for the achievement of this approach learners are accepted to have already been competent in the language and acquainted with literary practices. Having only a small number of EFL/ESL learners to carry out this need, a crucial precursory of language itself and literature awareness to this approach are needed (Maley, 1989, p. 10).

The Stylistic Approach signifies the importance of ‘literature as a text.’ Rather than decoding the text, the main focus here is to describe and examine the language. This approach is considered to be more appropriate for EFL/ESL learners because it primarily gives importance on language rather than analyzing literary texts. The Stylistic Approach is useful as one of the approaches in teaching literary texts. Learners need to improve their language skills through the usage of poems (Maley, 1989, p.11). Stylistic Approach has two basic goals: first, to provide learner’s to make relevant clarifications of the text itself; second, to widen learners’ understanding and realization of the language on the whole.

In addition, Negrete (2007) recommends that after regarding the needs of the learners and selecting materials appropriately, an eclectic approach can be adopted to use literature in EFL classes. Eclectic approach is used as a basis on the powerful features of all previous methods. It is based on the idea that each academic context is solitary. Teachers make decisions to choose the useful elements. They may use literary texts on differing needs of learners. Because it is flexible to change and it provides safety, interest and diversity. Negrete (2007) claims that this method will be useful if selected activities are used properly (p.2).

Furthermore, there are useful approaches used in language teaching in post-method era. The post-method era encompasses maximizing communication, maximizing negotiated interaction, contextualizing input, integrating skills, increasing

learning autonomy, increasing learner awareness, creating a social milieu, increasing cultural awareness, increasing heuristic functions, minimizing anxiety, fostering both accuracy and fluency, increasing self-monitoring, reflection, self-evaluation, and peer-evaluation, and fostering cooperation, collaboration (Negrete, 2007, pp.3-4). Thus, the post-method era highlights a situated learning in which language teaching should be dependent on the situation, context, and immediate needs of the learners. It will be efficient in using literature to teach language skills. Communicative and Functional Approaches allow learners to use linguistic and communicative competence. Communicative and Functional Approaches involve expression, collaboration, interpretation and negotiation. All in all, approaches in variation serve different ways of teaching English with literature in a language classroom. Several methods revolve around the enlargement of knowledge about literature rather than knowledge of literature. Methodologically, specific strategies in an EFL classroom can be used such as cloze test, rewriting, prediction activities and role playing to improve four language skills. In post method era, the teachers are knowledgeable, skillful and autonomous and they have adequate amount of information to design their own method based on practice which is coherent and systematic. By using this method, literary text based activities should be well planned by the teachers before the lesson.

In general sense, teaching EFL with literature has been ignored in traditional methods. Because, according to these methods, language on the whole, mean learning grammar rules, or solely speaking. These approaches which are applicable to come behind the approaches to general curriculum plan and teaching methodology, and they have had an effect on the ways in which language has been taught. As these extensive approaches have reshaped over the past 50 years, thus contemporary methods for teaching a foreign language have appeared and they have been supported.

As it is seen whatever the contemporary approach is literature is a significant constituent in language teaching to varying degrees because using literature in EFL classes improves productive and receptive language skills of learners. Literature can be used as an instrument to encourage learners' improvement of linguistic and communicative skills, to develop reading strategies and to enhance knowledge of vocabulary. Literature plays an influential role in EFL/ESL classes because it has many

advantages for learners to have a success in learning four language skills. Literature and literary texts make learners enhance their knowledge of vocabulary and strategies of reading.

3.3 Advantages of Literature in English Language Teaching

One of the advantages of literature usage in an EFL class is to improve four language skills and language areas which are grammar, vocabulary, pronunciation in the classroom, learners have a chance to use their own interpretations and vocabulary to express it in the class. Alternatively, Babae, R. and Yahya, W. R. B. W. (2014) recommend that it has been important for the last ten years to take on literature for the education of four skills and language areas which are reading, writing, speaking and listening/vocabulary, pronunciation and grammar. Thus, literature and literary texts are useful to improve linguistic and communicative skills of learners.

Furthermore, using literature in the language classroom has another possibility for developing the learners' speaking skills, especially their sociolinguistic and pragmatic competence. For instance, McKay (2002) provides the conceptualization of developing learners' interpretative abilities and states that unlike dialogues written for traditional language learning texts, story dialogues typically present a detailed account of the speakers' backgrounds and role relationships. Accordingly, such dialogues provide learners with a basis for judging the appropriateness of language use (McKay, 2002, p. 327). Through story dialogues as an example for a literary text, learners have an opportunity to use their background knowledge and to recognize the differences in the use of language.

In addition, literature has positive affects on reading skills. Some scholars state their ideas on the improvement of reading skills by literature and bring some conclusions about the stance of literature in EFL classes. Lazar (1993) supplies several reasons for the use of literature in the language classroom. He claims that inference is important to get things and using literature in the language classroom is as useful because it fosters an ability to infer meaning from the literary text (Lazar, 1993, p.19). Learners do not know each word within the text so they infer meaning to understand it. Language learning through literature might aid the acquisition of language skills such as

inferring meanings from the text, reading between lines, dealing with figurative and ambiguous language use. Lazar (1993) also believes that literature enriches vocabulary and makes learners meet with collocational use of words, idioms, phrases types, grammatical structures and sentence types with the help of literary texts. Regarding the usage of literature in an EFL classes, it provides a great deal of knowledge for vocabulary and structure in literary texts. Another issue Lazar (1993) puts emphasis on is that literature offers a chance to reach authentic and motivating materials to learners, raises their language awareness, supports their language acquisition, develops their interpretative, creative abilities, enriches their cultural background. Through authentic materials, learners have a chance to be able to see different language uses in the literary texts; that is, they acquire the ability to make interpretations of discourse in its social and cultural contexts. With the help of authentic materials, learners will be flexible, interactive, active, develop learning skills and strategies.

As opposed to the argument saying that language used in literature is not suitable for language teaching, Povey (1967) considers that literature is a teaching support for all language skills and that it broadens linguistic knowledge by modeling immense and endless lexicon use and complicated and precise syntax. When the selection of activities are done carefully about literature, learners develop their language skills day by day and they acquire the habit of dealing with literary texts.

Besides, Maley (1989) lists some of the reasons for regarding literature as a potent resource in the language classroom as follows:

1. Universality: The themes literature deals with are common to all cultures despite different ways of treatment such as love, death, the list is familiar.
2. Non-triviality: It is about things which mattered to the author when he wrote them. It may offer genuine as well as merely “authentic” inputs.
3. Personal Relevance: It deals with ideas, things, emotions and events that make a part of the reader’s experience also the readers can relate literature to their own lives.
4. Variety: Literature includes within all possible varieties of subject matter, topics to use in ELT.
5. Interest: Literature deals with themes and topics that are intrinsically interesting, designed to engaged the readers’ attention.
6. Economy and suggestive power: Literature suggests many ideas with few words, it is ideal for generating language discussion.

7. Ambiguity: Literature speaks subtly different meanings to different people. It is rare for two readers to react identically to any given text. (p.12)

Additionally, learners recognize the differences in language use in the text. Learners should read texts for pleasure, enjoy reading. Also, literary texts improve learners' language knowledge, levels of vocabulary, structure and textual organization. The literary texts should have a motivating, interesting side for learners. Learners make comparing and contrasting, searching for cause and effect relationships, improving their own problem solving abilities through literary texts. With literature, learners develop their sociolinguistic and pragmatic competence. Also, it enhances cultural and language awareness of learners. More recent studies regard literature as valuable in developing L2 learners' communicative language development and cultural awareness (O'Sullivan, 1991) and with appropriate tasks learners can make gains in their language proficiency.

Collie and Slater (1987) provide the integration of literature with the language classroom as it provides valuable authentic material, develops personal involvement and contributes to readers' cultural as well as language enrichment. Learners see lots of themes when they are improving their language skills through literary texts. They meet cultures in the literary texts which are used as an authentic material in the class. Therefore, it provides learners with a considerably rich source of input; that is, vocabulary. According to Collie and Slater (1987) learners make connections on their own life while reading literary texts which they use language actively out of the class as well. Thus, they will discover a lot of real samples of a wide type of styles, text types and registers and it widens language use of learners. Particularly, learners improve their critical thinking skills, writing, feelings, thoughts, world view in the class. Equally, the literature affects learners' world view, provides real life input that learners have an opportunity to make inquires about everything in daily life and it improves their critical thinking skills. The use of literature in teaching language makes improvement in the reading and writing skills. Literature aids learners to make meaningful interpretations when they come across linguistic items in the texts. They have a chance to increase language knowledge and language awareness. These advantages can provide teachers to use relevant and agreeable material to learners through the use of activities that encourage involvement, reader response and a solid integration between language and literature. Thus, learners come across various uses of language in different literary

genres, they become aware of cultures, traditions, rituals in the works. With the use of literature, the learners have an opportunity to improve their critical thinking skills. It has another advantage for learners as they develop their critical thinking skills, also it requires effective communication and develops problem solving abilities and the attentiveness to get control of learners' egocentrism and sociocentrism (pp. 256-260).

On the whole, other benefits that can be achieved in teaching English with literature are presented by Nina and Violeta (2012) clearly:

- pleasure
- instil good reading practice
- develop awareness and skills to analyse
- offer better results in a competitive setting
- provide original communication ideas
- balance receptive and also productive skills
- language exposure
- improve the vocabulary, syntax and structure of the English Language
- ability to appreciate values. (pp. 1182-1186)

Moreover, learners need to deal with literary texts which are appropriate for their interest and linguistic levels. So as to make satisfied responses to the text, learners should have an idea about setting, characters and the unusual language use. Furthermore, literary texts offer ambiguity for readers so reading a literary work responsively can be an intensively demanding activity. Learners prefer to read literary ones because they think literary texts are easy to understand, literary texts move their feelings and it offers a chance to make connections between life and imaginative world through literary language. Reading responsively makes learners a dynamic partaker in the process of creating meaning in a literary work. Reading should be encouraged and integrated in coursebooks which can motivate learners in improving their reading strategies and understanding the texts (Brown, 2009). In order to understand the text, readers are required to ask questions, make predictions, regulate hypotheses, use their imagination, background knowledge and personal experience until they arrive at a satisfactory interpretation.

Depending on these ideas, it is apparent that literature provides an effective learning environment in the class while group work (GW) and pair work (PW) based activities also offer advantages for learners because it leads them to make interactions

about literary work themselves. Additionally, it leads a way of extensive reading which increases learners' exposure to the target language and leads learners to have a chance to enrich their vocabulary through GW and PW based activities so it leads them to improve their writing skills. Additionally, in the foreign language learning environment, learners are concerned with various use of words, also they improve their writing skills because of the exposure to the grammar structures and different use of words in literary texts because literature broadens their vocabulary and learners become knowledgeable in using sentence structures, structural forms, collocational use of words, forms, phrases, idioms and proverbs. Parkinson and Reid Thomas (2000) also contend that literature provides a good model for good writing because it is unforgettable, significant and demanding, and it also helps integrating the rhythms of a language; therefore smoothing the way for intelligence and sensibility training (pp. 9-11). Additionally, literature supplies learners to use strategies in writing. It provides learners to use language in different ways. Learners improve their interpretative skills through writing.

In addition to developing reading and writing skills, literature also improves learners' listening and speaking skills. While learners interact with literary texts, their pronunciation and fluency skills get better in time. After understanding the meaning of the text, they make interpretations effectively and use language actively out of the class. Therefore, Moddy (as cited in Sage, 1987) adds that literature presents a lot of interesting possibilities to write, and that it contributes to oral practice through discussion. It can also encourage and improve learners' listening ability because while listening to a poem read or a drama acted, some other conventions such as intonation, rhyme or rhythm. It might aid learners to develop their understanding and interpretation of spoken language (Moddy, 1987, p.75).

Admittedly, literature improves speaking skills of learners and it is clear that literature makes contributions on oral practice, interpretation of spoken language. Literature makes L2 learners internalize the new language by exposing them to communicative skills. It supplies a rich source of input, a great vocabulary set for learners. Learners go over the limits by getting a knowledge of literary works. Notably, the teacher should provide pleasure of reading literary text, reading pleasure for learners. They may love reading after lesson time and become aware of what is done in

the lesson time. Therefore, learners improve their linguistic and communicative skills also language areas through literature. When learners are exposed to hear the pronunciation of words they produce words, sentences orally and within a written text, they will have a rich vocabulary source, structure of English language, they will differentiate meanings among words, realize the word formation and build sentences.

Obviously, literature can be used as an instrument to teach all linguistic and communicative skills and learners have a chance to see lots of sentences, phrases, collocational use of words through literature by using literary texts. Manzi (1994) suggests that for teaching grammar structures of English language such as “determiners, nouns and noun phrases, adjective order” in language classrooms, literary texts can be a suited instrument (p.14).

Likewise, learners have a chance to expand knowledge about grammar with the exposure to the literary texts in the target language. In a language learning through literature, the use of figurative language, the contextual change of meaning, the association of grammatical categories separate literary use of language. Literary language generally differs from the generally analysed language use and language formations in varied ways. Thus, literary and ordinary language usages are separated from each other. There is another difference between literary language use and the scientific language use.

By some critics, it has been argued that language in literary texts may not be appropriate due to the consideration that grammar rules of the language often are ignored in literary texts and they are not regarded as acceptable materials for foreign language teaching. Buckledee (2002) agrees with this, however he explains that the creative writer’s willingness to break the rules and conventions is an important feature separating literary texts from other written genres. He continues that even popular writers “cheerfully invent a neologism, convert a noun into a verb, treat a transitive verb as if it were intransitive or simply withhold the key information deliberately. It is a skillful technique and it stimulates our curiosity and persuades us to carry on reading “ (Buckledee, 2002, p. 10).

Obviously, there is a tendency to use literature as an authentic material or as a tool in order to teach English in EFL classes from past to present. Kramersch & Kramersch (2000) demonstrate the movement from literature as part of a study of foreign languages at the beginning of the 20th century to a view of literature as an authentic source of language at the end of the century. In the light of these considerations, it is evident that authentic materials can be used in the classroom and out of the class and there will be controlled language learning environment. Authentic materials are real-life texts. The use of them provides many advantages such as motivating learners, supplying cultural information, using real language, relating to learners' needs, providing creative approach to teaching. Learners draw their attention to interesting texts and they start to read them for entertainment. So, activities about literature or literary texts should have a entertaining and interesting side for EFL learners.

3.4 Language and Culture

One of the advantages that literature brings into language classrooms is the cultural awareness (Khatib et al., 2011b). Language and culture are associated with each other and there is a relation between them. If learners are involved in communicating interculturally, they probably come across factors of cultural differences in the literary texts. It can be stated that a language is a part of culture and a culture is a part of a language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (Brown, 1994, p. 164). Culture has different meanings to different people and culture looks for understanding what human life means.

Likewise, Kramersch (2003) draws attention to the relation between language and culture by saying; "language expresses, embodies and symbolizes cultural reality" (p.3). Language and culture are embedded to each other so learners learn culture through literary texts. In order to provide cultural understanding, the teacher should help learners of another language in using words and expressions in a more authentic and skillful way. Teachers can also help learners to be aware of culture and increased self-awareness. In common sense, in a foreign language teaching, a teacher should be sensitive to the weakness of the learners by using techniques that supports cultural understanding.

In the same way, Khatib and Teimourtash (2012) identify that if a deep recognition of the cultures of societies is desired, literature learning should take place in EFL/ESL classrooms and learners should have a chance to teach language skills through literature so that they will see various cultures and they will have appreciation against these various cultures. Accordingly, literature, a “bridge-builder across cultures” in EFL classrooms, helps removing bias against different cultures while cherishing empathy, tolerance and realization of global problems (Ghosn, 2002, p.176). The ‘bridge’ refers to the connection to the culture through literature in this sense. It has an advantage that learners make empathy, can understand others’ feelings, make emphasis on others’ life and experiences and literature helps learners see many different cultures by reading literary works. If learners meet different cultures in the class through literature, they will get rid of prejudices against other cultures in their minds. Thus, it is not probable to think about literature apart from the culture. To support this idea, Maley (1989) states that literature strengthens the appreciation of cultures by including universal ideas like “death, love, separation, belief, nature etc.” which are accepted by all cultures of the world (p. 12). Learners give importance on global issues, values, beliefs, social structures, other cultures, rituals, traditions by taking part in an EFL class where language skills are taught through literature.

In addition, regarding Lazar’s (1993) views on literature and language teaching, it can be probable to remark that literature broadens cultural and language awareness in language classrooms. Language teaching is a long process so within this process it is not probable to expect learners to gain perfect native-like behaviour. Therefore, the teachers should improve communicative skills, understand the linguistic and behavioral patterns in the target culture at conscious level, get a broad perspective in the perception of the reality, make lessons more joyful to develop an awareness of the mistakes that may occur in comprehension, interpretation and communication.

As stated above, there are different opinions considering the use of language in literary texts and use of literature in the class. Today, literature is used in English coursebooks to teach language skills to EFL learners despite the fact that its usability

has caused much debate. It is a substantial component in English language teaching. It is well known by many language teachers that the finest way to teach language and literacy is possible with literature (Pike, 2004). Pike (2004) also states that getting into a new kingdom of fiction, the readers are taken by the storyline and they seek the elements behind making the story tremendously effective.

Alternatively, there are a lot of reasons of why literature is used in a foreign language class. In this case literature itself is the content of the course, it includes a content, which focuses on areas such as the history and characteristic of literary movements; the social, political and historical settings to a text; literary genres and rhetorical devices.

Also, literature suggests learners to indicate their own personal experiences, feelings and opinions. At the same time of learning English, they become more active, both intellectually and emotionally. This method is also an excellent motivation for group work activities. Additionally, activities should be chosen properly according to learners' age, level, interest in a positive learning environment. Because individual learners within a group may differ greatly in their maturity and interests.

3.5 Selection of literary texts in English Language Teaching

First, the material selection criteria for inclusion of literature in language teaching is analysed in this part, which is to be related to and elaborated with the selection principles for poems and poetry-based activities.

The use of literature in ELT classrooms has drawn a lot of attentiveness among EFL teachers since the 1980s (Clandfield & Foord, 2006). Teachers are trying to find the way to draw learners' attention and to make them participate in lessons as well in view of the fact that motivation is one of the most important points of the learning process. While selecting texts the teacher should take learners' cultural background, interest and experiences into consideration. To illustrate, learners should have taste of reading literary texts and enjoy reading out of the class themselves. Learners go beyond the meaning in the text, start to think critically, try to understand meanings and create meanings on their own. A particular work should arouse interest in readers, provoke

positive reactions, be enjoyable and meaningful, be related to the life encounters, feelings, or hopes of the readers while learning a foreign language.

On the other hand, Ohmann (1971) states that

For the consumers of literature, a work commands interest and affection, in good measure, because of its uniqueness – that sets it off both from other works of literature and from nonliterary events. The language that is used by the teacher should be learner-centered, they should make learners feel comfortable about literature. The selection of materials and activities should be suitable for learners' age, level, interests. (p.3)

Moreover, the selection of materials to teach language skills should be in parallel to motivation in the class. If materials are boring for learners, learning cannot occur effectively in the class. Owing to its authenticity and the relevant context around, literary texts are sincerely motivating for the language learners (Ghosn, 2002). By covering and introducing favourite themes to the learners, literature makes lessons interesting and more joyful so that they acquire reading pleasure. Additionally, learners feel themselves free and comfortable in the class so teachers should motivate learners psychologically. Literary texts which are accompanied by tasks and exercises motivate learners and present circumstances for discussion, enjoyment and satisfaction in the learning environment.

If activities are selected according to learners' interests and needs, it becomes a motivating factor for learners. Mcrae (1991) states that this emotional involvement also gives the learners the pleasure of using the language imaginatively by setting the learner free towards the target language, which is English Language in the context of this study (p. 65). If the literary text is satisfying, entertaining and motivating for pupils, particularly, it drives the monotony of the class away and becomes an effective, useful and beneficial language learning way. Learners create positive attitudes to language itself and to the literary text as well.

Besides, the motivation via literary texts gives learners different emotions and learners are motivated through activities as well. Correspondingly, designing stimulating activities will be beneficial if they motivate learners. The motivation allows them to improve their language competence, advance in their reading ability, become

more self-contained in their studies, gain cultural knowledge and improve their confidence and motivation. The motivation also can encourage learners' speaking and also reading skills in the class. Namely, literature appeals to emotions of learners and it broadens their perspectives on the world. A significant issue is how to work with texts so that in reading any of a literary text, learners can be motivated and get pleasure of reading. Learners use language actively after reading any kinds of literary text and forming a response to it. They share their ideas related to the texts which they interact with literature. In the class and out of the class, they become natural readers. Equally, the selection of various activities about literature in the classroom is substantial in the class. When learners have a chance to be able to talk about topics related to literary texts which make them actively participate in the class and they gain the taste of reading. That is to say, the selection of suitable texts is important as those which provide "too low a level of challenge can result in apathy, but a too high a level can lead to over-anxiety or stress" (Williams, 1999, pp.1-6). The literary texts should be appropriate for the level of knowledge. If they are challenging and difficult to understand for learners, they can give up learning new things related to literary texts.

Moreover, the choice of a literary text towards the necessities, presumptions and interests, language level of the learners is notable. Using literature in EFL classrooms also helps teachers make their learners read, thus it reinforces learners' individual growth (Carter and Long, 1991). That is, through literature, learners can make inferences and get different meanings from the literary text by interacting with others in the class. Even if there is an ambiguous text, they try to learn what happens in the text. Accordingly, literary texts are implicit but textbooks are explicit (Zyngier, 1994). Also, "literary texts are intellectually stimulating," claims Zyngier (1994, p.6) concluding that "the reader becomes a performer, an actor in a communicative event" by "reconstructing" and "recreating" his thoughts in accordance with the message the author is trying to convey. In the light of these examples, it can be stated that the reason of using literature is to expand imaginative world of the reader so materials should be selected accordingly. Apart from journals and textbooks, literature does not confine the perspective of the reader but helps the reader to look from a different point of view. The more learners read, the more they will have an opportunity to reach new knowledge.

In order to prepare well selected activities and materials considering learners' age, linguistic levels, interest and needs, Howard & Major (2004) state ten suggestions. They argue that these materials should

1. Be contextualized
2. Stimulate interaction and be generative in terms of language
3. Encourage learners to develop learning skills and strategies
4. Allow for a focus on form as well as function
5. Offer opportunities for integrated language use
6. Be authentic
7. Link to each other to develop a progression of skills, understanding and language items
8. Be attractive
9. Have appropriate instruction
10. Be flexible. (104-107)

Therefore, literary texts that learners face should be proper to interaction and participation in the class, they should improve learners' linguistic skills and reading strategies, literary texts should make contributions on communicative language practice, should be authentic that is, learners encounter with language as it is used in real life.

In this chapter, various ideas on the methodology of foreign language teaching, novelties in language teaching and various methods encouraging different learning situations have been stated. Many investigation studies on the use of literary texts in language teaching have been explored in this part. It is obvious that traditional and modern approaches have been used in the teaching of language skills with literature including Language Based Approach, Literature as a Content Approach and Literature for Personal Enrichment Approach, Story Grammar Approach, Reader Response Approach and Stylistic Approach. It has also been shown that the use of literature in EFL classes improves receptive and productive language skills of learners and literature enhances vocabulary knowledge whereas it encourages personal and emotional involvement. Besides, it provides an effective learning environment in the class and it supplies motivation, satisfaction and entertainment for both learners and teachers.

Evidently, literature provides real life input for learners, it improves their critical thinking skills and interpretative abilities. Learners have a chance to learn many sentences, phrases and collocational use of words through literature by using literary texts. Admittedly, literary texts should be selected meticulously taken learners' age,

needs, interest, linguistic level and cultural background into consideration. Furthermore, literature improves cultural and linguistic awareness. By means of literature, learners become aware of cultures, traditions in the literary texts and they gain a different point of view through reading literary texts. Creating the language awareness among learners which indicates the learners' having awareness of the choice of linguistic features, language structures or words and their various usages in the text, is a matter of debate of the use of literary texts in EFL teaching. By reading literary texts, learners will have a deeper and broader understanding of English, they will be more appreciative of the complexity and experience of communication through language. And it helps learners leave their bias before reading literary texts, this is an advantage as well. Thus, language awareness presents productive and pleasing direction in order to look into the richness and complexity of language. The last point made in this part is motivation. The motivation through the use of literary texts offers learners different emotions so they are motivated if the activities are appropriate for their age, level, and needs. In respect of these considerations, the selection of texts are important so as to allow learners to interact with each other and make them active in the class. Learners have a chance to develop communicative and linguistic skills through the choice of materials. Authentic materials and activities about literature should take place in English coursebooks. Thus, authentic materials supply vocabulary enrichment and problem solving abilities among learners. Literature can be used as a tool and as an authentic for teaching languages for many years.

CHAPTER 4. POETRY

4.1 Poetry and Language

In this chapter, various definitions about poetry are given so that the aim of using poetry in the teaching of English could be clarified. Poetry has many contributions to learners' language skills, language areas, critical thinking skills and communicative skills in the classroom. Poems are used to improve creative thinking skills, interactive skills and poetry provides rich, suitable and various sources for learners. Useful strategies in using poems in EFL classes will be stated and advantages of using poetry will be presented in an order.

Throughout history, there have been various definitions about art of poetry made by poets so it is impossible to find one single definition of poetry on which people agree. Poetry is defined as “the most condensed and concentrated form of literature, saying most in the fewest number of words” (Perrine and Arp, 1991, p. 9). Poetry is the imaginative expression of human feelings and thoughts. It is a creative expression of life via meaning, sound, and rhythmic language in order to appeal to an emotional response. Poetry has been thought to be one of the most functional literary forms that present content to affect people at all times. It has come into sight since the early times of the history of humanity. In oral tradition, poetry serves as a means of telling stories in a memorable way in order to keep it in mind or transfer to the next generations. Poetry or poetic devices are generally used to attract people and create a long term memorization. Therefore, it might be briefly stated that “poetry has been accorded a place of honour in every culture which has a literature to boast of” (Moody, 1971, p.27). Depending on this idea, there is a relation between poetry and language and they cannot separate from each other.

Poetry can be defined as a literary text that indicates the emotions of human beings appealing to their five senses. According to Hoepfer & Pickering (1990), poetry is seen as a literary device influenced by the feelings and perspective of people. Poems are written for demonstrating people's opinions about life, inner thoughts of themselves, specific emotional response through language chosen with the harmony between

meaning, sound and rhythm. It presents sensual independent modes of the mind and it is defined in various ways as “a painting in words,” or “a medium for self-expression,” or “a song that rhymes and displays beauty” (Yakich, M., 2013). Moreover, Maley (1996) states that poetry “is seeing unfamiliar things in unfamiliar ways, and making unexpected connections...is also about using ordinary language in extraordinary ways...about making universal meanings from precisely-observed particulars” (pp.104-105).

Here, the role and function of poetry in language teaching must be clarified. Two general views are seen about the place of poetry in language teaching process. The general opinion in language learning towards poetry can be seen seemingly in the quote by Maher (1982) as he states

Few teachers will grudge the place accorded the novel or short story in expanding vocabulary, reinforcing structure, or breathing life into the body of language. The poem, however, with its obscurities and sometimes archaic expression and spelling, has a harder time defending itself as valid instructional material rather than mere decoration. (p.327)

Poetry with its various styles, forms and subject matter presents a rich, contemporary and entertaining source of material for the foreign language classroom. However, for a long time, like the other forms of literature, poetry “has not been considered as ‘proper’ material for foreign language learning” (Maley & Duff, 1989, p.6). In this sense, poetry is not only seen as a decoration or not seen only as a communicative device. It has many good sides to be utilized in a positive classroom environment. According to Ghosn (2002), young learners should grasp such feelings as “fear, courage, hope, love, belonging, and the need to achieve” (p.174). These feelings are likely to improve reading skills of learners and allow them to convey their feelings in the foreign language and share experiences in the class.

Thus, it might be a well element of language teaching because it

...is made of language just like anything else we read; and it conforms to the same principles, building up its ‘message’ with the help of individual words (and their various meanings) and syntax or grammar (with its various resources for extending, organizing, and qualifying meaning). (Moody, 1971, p.29)

By poems, learners realize the language syntax and realize how to communicate a message with economic use of words.

Moreover, poetry is more likely to be a multifunctional source for “integrated series of language activities” (Maley & Duff, 1989, p.14). Thus, it is probable to include poems into the language teaching process for different developments as generative materials. Poetry makes the learners acquire the language skills due to the selective language structures and word choice in poems. It is used to develop communicative competence, interpretative abilities and personal involvement of learners. Poetry is a broad term, every reader can make different interpretations with different imagination ways making an inference from this sentence. Therefore, poetry provides learners with memorable utterance of the language by using the limited class hours effectively. Apart from this, many coursebooks are designed to show grammatical structures, listening activities, dialogue studies and writing sections not including any literature or limited use of poetry in EFL classes. Thus, the study of poetry is considered as “an alternative extra rather than an integrated part of the language curricula” (Maley & Duff, 1989, p.7).

4.2 Why do teachers ignore the use of Poetry in teaching English?

Poetry has been ignored in teaching English or in a literature-based curriculum (Hadaway, Vardall, Young, 2001). There is a common perception that poetry is one of the most complicated forms which require literary and linguistic competence. People commonly believe that poetry has figurative use of language so learners have a difficulty to be able to understand literary meanings within a poetry.

Generally, In ELT classes the first goal of learners is to pass an exam or to study it as a compulsory school subject. The use of poems in the lesson may be seen as unnecessary or time spending study in a close-paced curriculum within the restricted class hours. However, learners are not involved in any poetry assessment in any part of the exams so poetry can be seen as an extra activity by them. Poetry needs to take place in a curriculum with various, useful, creative activities and exercises for learners. Although, poetry usage is ignored in the classes, it has a big influence on the improvement of four language skills in an EFL environment.

Another reason why poetry has been commonly ignored in foreign language teaching despite “its peculiar power to stimulate” (Maley & Duff, 1989, p.10). One of the reasons is the consideration of the poetry as a part of literary analysis. In many circumstances, such analysis includes “scansion, counting the number of feet in a line, deciphering rhyme schemes and type of the rhythm and learning terms such as iambic, assonance, alliteration or onomatopoeia” (Nilsen, 2004, p.31). Nevertheless, these studies are likely to be appropriate for a literature class instead language teaching class and it mainly “imposes the technical and linguistic expressions” (Finch, 2003, p.45).

In addition to this, there is another reason why a lot of teachers are rather hesitant about using poems in their language teaching classes due to their biases about the deviant syntax and the selection of words. Poetry is also considered to cover some unusual forms of language, incomplete sentences or extraordinary word structures. Depending on this view of language, learning and teaching poems are regarded by most foreign language learners and teachers as “too specialized, too difficult and too unpractical” (Maley & Duff, 1989, pp. 12-16).

Limited class hours is the third reason why teachers do not spend enough time to use poetry in EFL classes. In most ELT classes, the fundamental aim of the process is to pass the exam and to study it as a compulsory school subject. Thus, it is considered as an unnecessary, time consuming study in a dense curriculum with the limited class hours. Besides, learners are not given assessment about poetry in any part of the exams which makes the poetry as an extra activity during the process. In addition, coursebooks do not include poetry and poetry oriented activities do not take place in the coursebooks.

Figurative devices in poems prove the fourth reason of the negative attitudes and thoughts of some teachers in EFL classroom. For some of them using poetry in their classrooms seem like a bother. Because the figurative devices can be challenging in some ways they believe because it blocks the motivation of the learners for language learning.

4.3 Advantages of using Poetry in EFL classes

Even though, poetry has been ignored or considered as an alternative activity in EFL classes, from the 1970s forward, there has been a rise in the use of poetry as stated by some scholars such as Maley and Duff (1989), Collie and Slater (1986), Bassnett and Grundy (1993) in the previous chapter. Poetry has been used in teaching language with recent communicative approaches and methods. There is an incline on using poetry in EFL learning classes to improve learners' linguistic and communicative skills. Due to many factors, Güzel (1999) states the following reasons of using poetry in EFL classrooms as follows:

1. It appeals to our sensitivities most compared with other literary genres.
2. It gives a sense of music and rhythm while reading or listening to poetry.
3. It enables learners to compare or contrast their native literature with target literature as they have riddles, rhymes and songs in their own native language with musical elements like poetry.
4. It is simple to keep a poem on mind with its repetitive form and sound patterns.
5. It has such a concise language that learners should actively involve in the analyzing process to give multiple interpretations for a poem.
6. It has a variety of capturing and essential themes. (pp.110-111)

Poetry is different from other types of language teaching materials. It can be used in any sessions of the lesson which could be used for saving time and offering pleasure of reading for learners. Language of poetry separates linguistically from other forms. Therefore, rather than other types of literature, poetry is boundless in its probabilities, not only in terms of content but also in form. Poetry is probably the most open-ended literary genre. Through poetry, language skills, reading, writing, listening, speaking are improved and it fits easily into class projects, themes, portfolios. Learners need to read many literary texts in order to learn different structures within the text.

Studying poetry provides a lot of advantages for learners since the beginning of the childhood. Reading poetry and involving learners with poems in language classes activate learners' prior knowledge so it makes them connect poetry to what they have already known. Accordingly, poetry supplies a quick and entertaining way because it presents various themes related to the poems for learners. A perfect poem gives a way to a wonderful writing reflection or discussion that allows learners to establish the

theme and essential questions for themselves. Admittedly, Hişmanoğlu (2005) presents the advantages of poetry for the language learning in the following

Poetry is an important literary genre to value the writer's composition process which is gained while learners are studying poems by components.

Poetry fosters awareness for words and discoveries which the learners may be interested in more and develop greater analytical ability later. (pp.53-66)

In addition to the advantages stated before poems also offer some benefits to the learners of English in many ways. First, poetry is an efficient way of expressing oneself by using language because it evokes feelings of learners, improves linguistic skills. Writing poems is a good way for learners to explore and express themselves by using their experiences for the themes of their poems in the class. Correspondingly, reading poems and exposing learners to poetry lead learners to concentrate on facts. Creating poetry is an excellent way for learners to share information they learn via class or get autonomous study. Through poetry, learners set a scene and the chosen poems lead learners to make discussions, share information related to the poem, arouse curiosity, use their prior knowledge. Thus, poetry is an effective way to inspire writing. It inspires learners to write their own verse.

Second, once the learners realize the flexibility of the foreign language they probably use it for more practical purposes and poetry improves four skills to great extent. The use of poetry in ELT classes might be led by rhythmic description of the language to improve oral skills of the learners and they notice the importance of sound, rhythm and stress and it enables the correct pronunciation and fluency enabling learners improve their oral skills while expressing their own feelings and opinions. The exploration which learners come across through poems improves their speaking skills and it helps them to make practices and express their feelings and ideas.

Poetry makes contributions to literacy skills and other language skills such as listening and speaking. In listening skill, the learners feel comfortable enough to understand what they listen. Poetry oriented activities and exercises which are chosen meticulously play a crucial role in order to improve pronunciation and fluency within the positive learning environment. Learners have an opportunity to improve pronunciation and fluency after they see the rhythm of poetry. In this way, it also contributes to speaking skills in an indirect way and learners do not make any hesitation

to make mistakes. Likewise, poetry provides the interaction of learners each other in the class, they become active through the interpretations of the poems. Admittedly, poetry is organized in a way to create a communicative atmosphere in the language class improving oral skills. In order to improve oral skills, teachers can involve the class in reading poems aloud, focus on intonation of questions or pronunciation of certain consonants and vowels about the poem, provide key words on the board and learners listen, read or complete. Dialogue building activities, guided discussion, group decision-making, role plays can be used to make learners active in the class. In this respect, the organized, qualified meaning in poetry provides useful effective source for foreign language learners to improve their speaking and listening skills in the classroom.

Third, poetry makes contributions to the grammar skill. However, teaching grammar can be challenging and engaging for teachers and poetry makes grammar learning easier because of benefiting from vocabulary which is integrated with grammar skill as well. Accordingly, learners have a chance to see words in the context, discuss new words in the class and predict the meanings of the words through poems. Learners can learn to express themselves by means of a poem, with its images, inferences and other devices, through an integrated skills approach which includes guided small-group discussions. This approach is appropriate for writing tasks, links the processes of reading and writing and oral recitation of the poems. Learner can use and put the suitable word in poetic composition, right use of vocabulary and correct grammar within the poems can be learned. Thus, learners can use phrases, synonyms, structure, verb and tenses. Savvidou (2004) clarifies that language learners feel displeased and insensible upon encountering difficulties related to grammar and vocabulary in poetry as they find it difficult to understand word order of English in prose. In contrast, several interesting, effective and innovative kinds of activities with poetry should be used to break learners' bias on grammar and vocabulary knowledge which are used within the poems in order to improve grammar and vocabulary.

In this context, the benefits of poetry to the improvement of vocabulary should be explained more because it provides valuable source for the learners to play with the words in the target language. Poetry broadens vocabulary because there are many specific words which can only be used in poetic composition. The word selection of

poets generally reflects the flexibility of the language. This is called “hands on” by Maley & Duff (1989, p.9). The learners observe how other people attempt to play with words and structures in the target language. Also, learners become participants in the process rather than spectators and they become active in the class. In engaging with poetry, learners need not go in for details on every word they see in the poems if teachers prepare vocabulary with a task before reading, advocate involvement and expectation by supplying poem little by little with question to arouse curiosity among learners. Besides, such exposure to literary materials allows learners to notice the construction of poems, how words come together to construct a type of literary text by creating a certain context with different uses of language. Within the context, the vocabulary related to the topics of poetry is learned and the universality of the topics and the shortness of the text lead the learners to more effective reading.

In addition to these advantages, Collie and Slater (1987) state that when the learners read poetry, they have a chance of being involved in a literary language which is away from the sentence structure and vocabulary of standardized daily language. Learners learn different synonyms, antonyms, homophonic words, parts of speech, grammar skills within the poem. In consideration of vocabulary enrichment, reading poetry enables learners with outstanding chances for word study in creative discourse, covering the observation of synonyms, metaphor, simile and other figurative language; writing poetry challenges learners to extend their vocabulary and imaginative expressions.

Poetry could show a way for us to teach language skills effectively in the classroom. Also, studying poetry provides some benefits for learners.

Saraç (2003) explained these educational benefits of poetry as it

provides readers with a different aspects towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary, causes unmotivated readers due to being so open to explorations and different interpretations, arouses feelings and thoughts in heart and in mind, makes learners familiar with literary devices (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use. (pp. 17-20)

In addition to the advantages of poetry on the improvement of language skills, poems bring some other benefits on individuals who are attempting to learn English. With the help of poetry, learners have a chance to express their feelings and ideas about the topic in poems. Admittedly, it leads learners to improve self confidence, self expression and group discussion to use the target language for practical purposes. The use of poetry improves imagination and creativity of learners as well. Depending on this issue, reading comprehension also develops discussions about meaning, connecting and visualizing. Therefore, teachers can provide learners who are in the lower levels to visualize the poems. This also improves their creative and imaginative skills. Perrine and Arp (1991) briefly describes the main purpose of using poetry in ELT classes as “not to tell us about experience but to allow us imaginatively to participate in it” (p.6). Thus, it is a kind of reflective thinking and it causes learners to go beyond the boundaries for practical purposes. In a lesson, learners try to find something relevant to their lives. Besides, poetry employs dealing with sensory experiences that young readers and writers get pleasure. Moreover, exploring sensory imagery builds on a concrete dimension of tactile, olfactory, auditory, visual and gustatory involvement that increases learning enjoyment (Perrine & Arp, 1991, pp.18-19).

Dealing with poetic language also improves learners’ critical thinking skills and poetry study leads to the improvement of interpretative skills which allows learners make comments about the content of poems in the lesson. In such a study, “within limits each learner’s personal interpretation has validity” (Maley & Duff, 1989, p.10) and literary devices lead learners to improve critical thinking skills because there is a chance for learners to reflect on the intended meaning of the words within a poem.

Poetry helps improve communicative skills through poetry in English classes by providing a rich source of input for learners. Maley & Duff (1989) claim that poetry presents a rich resource to provide input to language learning and it should be accepted as a type of input. Poems are popular for all readers since they engage in universal themes and they supply culturally and linguistically rich contexts for classroom study. As learners deal with poetry oriented activities, they feel a sense of achievement after studying a poem. Thus, the use of poetry in ELT classes is most likely to assist the learners to comprehend the target language to express these common feelings and the

flexible language structure to show the determined theme. Furthermore, Khansir (2012) contends that “poetry is example of a more intense use of language ” (p.241). Therefore, it allows learners to encounter with different uses of the language. The use of poetry in the language classroom provides wide range of input which can cause learners to have unlimited creative class discussions and written expressions.

Another anticipated benefit of poetry use is high motivation and aroused attention of the learners. As it is described by Maley and Duff (1987), poetry is “a living/vital organism which produces lively offspring in the form of other language activities” (p.7). Therefore, it provides a dynamically rich resource for language learning process and also it provides an opportunity to decrease the monotony of the language teaching and to lessen the authoritarian role of the teacher in the class. Writing poetry makes learners generate personal involvement necessary for foreign language acquisition. Therefore, personal involvement in the processes of writing and reading poetry can become a source of motivation which, in its turn, make internalization of the target language (Lazar, 1996). Writing poetry makes learners generate personal motivation necessary for second language acquisition. The process of writing poetry provides an opportunity for foreign language learners to express themselves. In a foreign language learning classroom, the teacher should supply available choice of poems and lead learners to interpret the poems in order to be able to write a poem.

In addition to the dimension of the language used in terms of form and meaning, poetry is also musical and learners are exposed to the rhythm and sounds of the language. Poems attract learners’ attention in the class and they get motivated through it and poetry allows itself making comments, performing and thought-evoking discussion so learners get the pleasure of English rhythm and sounds through poetry. The goal of teaching English through poetry provides modern techniques, 21st century skills, practical intelligence, inquisition skills. Poetry learning needs more attention and motivation so learners need to make effort and need extra time and energy. The benefit of poetry integration is a motivating situation for learners which expand their awareness of language.

Moreover, poetry helps learners to appreciate and notice other cultures where English is spoken and fills learners with sentimental and intellectual excitement (Khan,

1993). Therefore, poetry broadens language learning process, improves the individuals' ways of self expression and self realization abilities within social settings. If learners are led to write poems to improve their skills, it will bring a lot of advantages for learning and motivation which will distinguish poetry such as producing personal motivation, beginning the process of autobiographical exploration and poetic expression of autobiographical memory. This leads to an individualization of English which changes the English learners' attitude towards the language from the instrument of communication and it develops into the resource of a personal, emotive and expressive self-realization.

Poetry also improves interpretative skills of learners. Poetry is a useful literary text in fostering the interpretative abilities of learners so poems allow learners to make their own meanings. The language of poetry should be understood by learners so that they can make comments about the words in it by using their previous knowledge. Carter (1996) finds out that learners try to go into the poem while making interpretations. The poem may not include the standard grammar rules and semantic structures so the learners can use their analytical skills and this endeavor will raise their language awareness (Carter, 1996). Thus, poetry becomes a useful literary text in encouraging learners to make interpretations themselves and poems allow learners to make their own meanings. Admittedly, the language of poems should be understood by learners so that learners can make comments about the words in it by using their previous knowledge. Poems will expand many reasons of dealing with poetry by supporting original and ordinary language usage of learners. Poetry utilizes literary devices such as metaphor, structural ambiguity, alliteration, semantic density, and some phonological patterns and these devices will help improve interpretative skills. In this context, it should also be stated that poetry also serves to improve inference skills.

The other advantage offered by the use of poetry is that it is one of the helpful ways to make the learners involve in EFL classes and to raise their language awareness. In addition, it contributes to the development of the "whole person" as well as "learner of language" (Tomlinson, 1986, p.34). For learners, poetry can be seen academic because of its syntax and word structures. These uses of the language and words which

are well chosen develop learning awareness among learners and learners recognize how to use the language in different contexts.

Poetry is a different text type, it differs from other non-linguistic texts and it includes the figurative devices such as simile, metaphor, personification, semantic image which make poetry useful, open to discussion in the classroom. Also, the musical qualities of rhythm and rhyme and other sound devices such as alliteration, assonance, and onomatopoeia make the oral interpretation and choral reading of poetry delightful to young people. Poems have some unusual sentences and structures. So, learners find different uses of figurative language and explore various literary devices. This causes learners comprehend the poetic language themselves by rubbing shoulders with poems. Alternatively, Johnson (2006) summarizes most of the points on the benefits of poetry on figurative language as follows:

Poetry can open our eyes to new ways of looking at experiences, emotions, people, everyday objects, and more. It takes us on voyages with poetic devices such as imagery, metaphor, rhythm, and rhyme. The poet shares ideas with readers and listeners; readers and listeners share ideas with each other. And anyone can be part of this exchange. (p.33)

To support this idea, Collie and Slater (1987) state that learners explore new figurative language terms by exposing, interacting, communicating through poems in the right lead of the teacher. The comprehension and appreciation requires clear observations and analytical skills because learners recognize the relationship of the parts to the whole in a poem. However, poetic language can be beneficial for language learning in that figurative language helps learners to improve their skills.

Poetry often uses condensed forms and conventions to reinforce or expand the meaning of the underlying words or to invoke emotional or sensual experiences in the reader, as well as using devices such as assonance, alliteration and rhythm to achieve musical or incantatory effects. Poetry's use of ambiguity, symbolism, irony and other stylistic elements of poetic diction often leave a poem open to multiple interpretations. (Kaplan, 2006, p.35)

Therefore, poetry based learning is a way of meaning construction process, learners re-examine its structures in order to find meaning. This process of concentration both on meaning and form puts the target language in a new context that enhances learners'

awareness of interpretative abilities. Through the construction of meaning with the aid of figurative language used in poetry, learners' interpreting and understanding of the target language can be improved.

Poetry is common and global so people make connection and interact with each other and also it requires attention and concentration which learners have difficulty to stand by because poetry includes many types and forms. Correspondingly, language of poetry can be easy to understand, showy, decorated with figurative linguistic elements. However, there are some general views towards poetry and general assumptions stated in the following. By the help of the figures of speech, desired meaning can be communicated effectively in the poems. First, according to Charlesworth (1978), for instance, metaphor is one of the effective ways in learning a language through poems and it is the most important relation between learning and poetry. Second, Maley & Moulding (1987) state that poetry uses various linguistic devices that can take place in an ordinary language. They include rhyme, grammatical patterns, the use of figurative language such as simile, metaphor and personification whose effect is to highlight the meaning of the message. It will be easier to get meaning within a poem and in other kinds of texts for learners. Third, Ramsaran (1983) states that selected poetry can be used in teaching English in different levels thanks to the presence of figurative language and he also recommends some ways of using various poems for different purposes. Gasparro & Falletta (1994) and Schultz (1996) assert that the use of poetry in ESL classroom provides learners to explore the linguistic and conceptual aspects of the written text without focusing on the mechanics of language. Thus, the literary devices improve learners' interpretative and critical thinking skills while producing relationships between unknown and known things within a poem.

To sum up, many advantages in the context of teaching English are made by some scholars and the role, the function of poetry in language teaching are clarified in this chapter. In general, poetry is seen as a different linguistic text from other types of language teaching materials so it is a material which is used for saving time and it can be used in any sessions of a lesson. Admittedly, it has a special literary language which is different from the standardized daily language because of including literary devices

like simile, metaphor, onomatopoeia and oxymoron. Assuredly, poetry presents opportunities for learners to make word study in a creative discourse.

Many useful advantages for using poetry in EFL classes are stated in different contents. First, the use of poetry improves reading, writing, listening, speaking as language skills and grammar, vocabulary, pronunciation and fluency as language areas. Second, there are other advantages on developing confidence, imagination and creativity, improving critical thinking skills, communicative skills, providing wide range of input and encouraging motivation among learners. Poetry also improves interpretative skills of learners and allows learners to make inferences by reading poems. Also, it develops learners' language and learning awareness. Third, there are other advantages of figurative language in the use of poetry in an EFL class and it also allows learners to make imaginative expressions. As for different aims of using poetry in EFL classes, poems can be used to improve literacy skills rather than communicative skills. Poems and poetry oriented activities and exercises that are well selected play a significant role in order to improve pronunciation, fluency and to create confidence, motivation and a pleasure of reading in an autonomous way in the positive learning environment. Finally, learners become interactive and active participants rather than being spectators in the class and learners have an attempt to play with words and language structures in the target language.

As a result, since the goals of teaching English are shaped through 21st century skills and inquisition skills, the language teacher should utilize the divergences of the poetic language in order to spark the language awareness of the learners to fulfill different communicative purposes. In this context, the goals of learners in learning a language are changed in time, too. Thus, the use of poems in a lesson may be seen as unnecessary or time spending study by learners. In order to overcome this common sense, learners should be involved in a poetry assessment in any kind of exams so poetry should take in a curriculum with useful, creative activities and learning goals. Because advantages about using poetry in EFL classes are apparent, they have considerable good effects in learning the target language.

4.4 Strategies for Using Poetry in EFL Classes

Undoubtedly, some strategies and ways can be useful to involve the class such as reading poems aloud, focusing on the intonation of questions or pronunciation of certain consonants and vowels, giving key words on the board and leading learners listen/read and complete. Dialogue building, guided discussion, group decision-making, summary writing, rewriting, creative writing and role plays are some of the poetry-oriented activities. Poems might be one of the suitable sources of these activities if the teacher chooses well to draw learners' interest. In addition, it is important to organize activities to make the learners recognize the actual use of the language in a way that imposes active participation of most learners (Campbell & Campbell & Dickinson, 1999). Song lyrics can be employed as poems and then the music can be presented after understanding the poem. In the poem, learners reflect their awareness in terms of cohesion, phonology, graphology and semantics.

In addition, it is necessary for teachers to give importance on the psychology of the learners because children show such a big difference in their psychological responses than adults. The introduction into a poem under the suitable guidance of the teacher is likely to cause active participation of the learners depending on their language level, psychology and background. When learners read, interpret, get the meaning of the poem, they start to learn the language presenting human reality through meticulously selected structures and words. Poems can be used as a tool for thought, as an instrument for understanding of the structure of the language. Learners have a chance to think issues from another perspectives and to leave their prejudice after reading poems and to start thinking critically about the themes of poems.

In the usage of poetry in EFL classes, poems should be in harmony with the language level of learners and the goals of the course to enable the contribution of this literary genre to English language learning. Poems should be suitable to learners' age, linguistic levels, needs and interests. For instance, themes appealing to adult learners may contain problems for the youngsters. The cultural background of the poem is important as well so poems which are appropriate for learners should be chosen so that the learners may relate the poem to their life experiences.

Poems provide culturally and linguistically rich contexts for effective classroom learning. Likewise, as learners deal with reading poems and poetry oriented activities, they have a sense of achievement about it. Poems are naturally inquisitive that prompt learners ask questions and get meaning beyond verses. Additionally, poetry provides a pleasure of reading in and out of the class.

In using poetry to teach the target language, teachers should not give more details on every word teaches learners find in the poem so teachers prepare vocabulary with a task before reading. If the poem is linguistically too demanding for learners, the teacher can make vocabulary explanations in the process of reading. In utilizing poetry, if a poem is used as a warm up activity to improve speaking skill, the teacher should prepare vocabulary study with a task before reading and organize activities beforehand. If the poem is too linguistically challenging to understand for learners, teachers may have to give vocabulary explanations in the process of reading. The teacher offers learners a task to get the meaning of the poem quickly and to assist them to read that are effective ways of reading poems. To support involvement in an EFL class, learners should be given poems little by little and teacher can use questions for prediction at each stage. Before bringing poetry into language classrooms, the first thing in teachers' mind should be to select suitable poems for the learners. Therefore, teachers need to advocate involvement and pleasure gradually by exposing them to the poem with questions for estimation at each stage and this can be useful in improving speaking skill. In the class, studying poetry can help learners interpret texts by creating personal relations with the poem and by sharing related ideas and feelings. Even though there are different literary forms like epic, drama, novel, short stories used in language teaching, poetry is one of common presence and a beautiful form of skill to teach and learn second language. Because of their short length, appropriate for a single classroom lesson, their distinctive structure, their characteristic and linguistic features, poems are the most preferred vehicles for language teachers. Thus, a well chosen poems of appropriate for length, with an interesting theme as well as emphasis on the important areas of stress, rhythm and similarities of sound can provide language learning as a beneficial source for the teacher and the learners. While constructing the meaning, the interactive process between the reader and the text involves one's background knowledge, experience, feelings and emotions.

The aim of using poems in EFL classes can change in time depending on the needs of teachers. It can be used as an authentic, integrative and meaningful resource to teach language skills by teachers. However, some teachers have no ideas about how to turn poems into an effective language learning material in the class so they have negative attitudes towards poetry in EFL teaching due to their insufficient experiences. Teachers are using coursebooks as ready made materials which do not require extra time and effort to prepare beforehand which usually leaves little or no time for extra activities so if coursebooks include poems and poetry-oriented activities, they can be used as a time saving material in the class. The teachers can create an opportunity to use poetry in language lessons as an alternative source of material for learners if coursebooks do not include sufficient poetry-oriented activities.

Many coursebooks are constructed to present the grammatical structures, dialogue studies, writing sections however they do not use poetry in these parts of the coursebook. Learners should handle with poetry-oriented activities in their coursebooks so that they can get a pleasure of reading outside of the classroom as well and they should encounter with the advantages that poetry provides in coursebooks which could be entertaining and motivating for learners. Generally, poetry study is considered as “an alternative extra rather than an integrated part of the language curricula” (Maley & Duff, 1989, p.7). Depending on this view, poetry can be presented through mime and role play in the classroom. Visuals and music can be combined and poems can be 'performed' at assembly as well. If poems can be performed, they improve pronunciation skills and it helps learners to notice sounds, phonetics and phonology, of the foreign language. Therefore, poetry reading tasks enhance learners' awareness in phonetic linguistic items. There are activities that are already organized and listed in the course books. In order to supply interaction and active participation of learners in the class, the teachers should provide a rich source of materials supplying activities, create multifunctional activities by the aid of creative methods. Therefore, one of the teachers' necessary roles is to design a lesson with a great concern. Poems also should be in balance with the language level of learners and the objectives of EFL classes.

In this part, the teacher's role in forming strategies for using poetry in EFL classes have been explored. The strategies which enable teachers to help improve

learners' language skills as far as poetry use is concerned is also described. Useful strategies of using poems in EFL classes are clarified in an order. With the use of poems, learners become aware of language structure and use of words in different meanings. Therefore, they have a chance to understand language which is used in poems with the help of some strategies such as reading poems aloud, focusing on the intonation of questions or pronunciation of certain consonants and vowels, giving key words on the board and leading learners listen/read and complete. Through the use of poetry, learners go beyond meanings and start thinking critically about the themes of the poems.

4.5 21st century skills and teaching English with Poetry

In recent years, with the innovations in education and technology contemporary skills have been adopted by teachers, school boards and policymakers. Additionally, new changes in the economy, occupations and many walks of life are obvious to see. Moreover, various useful complementary and supplementary materials have been attached to the process of education with these skills. Technological sources such as smart board, presentation, magic lantern, internet-based apps, virtual reality, augmented reality supply a substantial advantage to the learning process. Therefore, these alterations in life are forces new generations to adopt some abilities, attitudes and skills to cope with the new world which is changing and developing quickly.

Teachers of English have difficulty preparing learners for life which has proven a challenging task for them particularly for digital and electronic technologies. Because learners are engaged with computer-based and electronic sources which may enable them to think and to act creatively. Yeni (2018) states that encouraging learners' interaction, communication and collaboration skills with others become necessary for their individual learning and also mental and emotional development (p.2). Accordingly, in this age, it is vital for learners to think critically, to search for reliable information rapidly and to use technological devices practically. These 21st century skills make way for learners' achievement and personal involvement. The skills and competencies correlate with the needs of teachers and learners.

As for the 21st century skills, Stauffer (2020) identifies twelve skills: “critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity and social skills”. Akçay (2019) identifies 4Cs, namely, ‘communication’, ‘collaboration’, ‘critical thinking’ and ‘creativity’ and claims that coursebooks in EFL classes including these skills in their objectives and syllabi are useful in the improvement of language learning (pp.1-2). The previously stated advantages of poems on improving language skills correspond with the skills which are considered to be requisites of the new age because the use of poetry in language lessons aim at developing confidence, imagination and creativity; improving critical thinking skills, interpretative skills, inferencing skills and communicative skills and encouraging motivation with wide range of input poems provide. Among these, as Türker (1991) states, motivation is the most significant target which ensures reading for many learners.

In this sense, the selection of materials oriented with 21st century skills has an importance and stance in the language learning environment in order to improve language skills and areas, communicative skills and competencies, cognitive abilities, critical thinking skills, creativity, interpretative skills, self realization and self expression abilities, develop self confidence, empathy with literary texts use. In the teaching of EFL, 21st century skills are related to many targets set by the EFL, and the 21st century skills can also go in parallel to the foreign language skills and effective learning. In regard of the common aims of 21st century skills and poetry use, accomplishing 21st century skills will also help learners of English as a Foreign language get involved emotionally and mentally as they will improve their literacy and numeracy skills as well as advancement of some subject and discipline areas with the aid of 21st century based skills. Learners also have a chance to use language in various ways and to make productions about language. As long as learners read many literary texts with the help of these skills and competencies, they will get a success in language education. Reading literary texts broadens learners’ point of view, insight, leads them to make cause and effect relations, go beyond meanings and start to think critically. Hayırsöz (2015) claims that inclusion of literature and literary genres in language classes give opportunities teachers to see learners as a whole and it provides teachers to give importance feelings and thoughts of the learners beside their academic success

(p.11), which is harmonious with the desired 21st century skills. Both of these skills and competencies aim at making learners engaged thinkers and ethical citizens and giving them an entrepreneurial spirit in the society. The 21st century skills offer a chance to learners to improve their life learning, self-direction, personal management, digital literacy abilities, social responsibility, cultural/global/environmental awareness, creativity and innovation, problem solving abilities, collaboration and leadership. Accordingly, poetry use in language teaching help improve 21st century skills as poems may be very functional to break negative attitudes and thoughts of learners and teachers to poems and support individual improvement in education. So there are mutual benefits which help foster each other's enhancement and any step taken en route these skills will not impede the improvement of the other. On the contrary, the result will be improving foreign language skills and 21st century skills together.

CHAPTER 5. CONCLUSION

5.1. Conclusion

This study attempts to study the reasons of why poetry and literature should be used in teaching English as a Foreign Language and what criteria should be employed in the selection of materials with poetry. In this sense, literature reading has a stance in language teaching and it can be a communicative activity if the teacher selects activities related to the age, need, interest and linguistic level of learners. In the light of these considerations, the integration of literature in EFL classes and the effects of approaches related to the use of literature in an EFL class can provide advantages for learners' language improvement. The use of literature is a significant component of the effective learning process because of the inevitably restricted materials and classes with traditional language teaching methods.

In a similar manner, the use of literature in teaching a foreign language has been ignored in traditional methods, language on the whole mean learning grammar rules, or solely speaking. However, the new contemporary approaches came out, the way of using literature has changed in time. Also, there was an ignorance in the use of poetry in EFL classes in materials. In ELT classes, the first goal of learners is to pass an exam or study it as a compulsory subject. The use of poems in the lesson may be seen as time spending study in a close-paced curriculum within the limited class hours. Resulting from coursebooks do not include poetry and poetry oriented activities, the need of covering poetry in EFL classes have been appeared. Thus, it is used as an advantageous literary text because of its having various benefits on learners' language improvement.

The use of literature in an EFL learning environment is necessary because of the fact that literature allows learners to improve language skills and areas, it improves communicative skills, critical thinking skills by learning different uses of figurative language in learners. Depending on these benefits, literature provides an opportunity for learners to interact with many literary genres so they go beyond meaning and develop a personal response to it. As a consequence of this, they express themselves in public and also in the class, they develop insight, empathy, point of view, insight, self confidence and interpretative skills through literary texts. Various approaches that have an

influence on literature are suitable for language teaching in various ways in order to improve language skills of learners. The main point of view in these approaches is substantial for teachers and learners so as to understand the best way to thrive on literature in their classroom with their own language learning and teaching purposes. The goals of every approach exhibits a difference so the significance of skills order can be modified accordingly. Teachers had better adapt a contemporary approach which displays a relation between language use and teaching English with literature in order to support such an effective language learning environment with literature in an EFL class. Therefore, Language Based Approach, Story Grammar Approach, Reader Response Approach, The Literary Critical Approach, The Stylistic Approach and post-method era approaches which are modern and are including effective language use and literature teaching relation can be better to use in 21st century skills oriented EFL classrooms. Particularly poetry has an effect on the improvement of linguistic skills, language areas, communicative skills of learners in EFL learning environment among other forms of literature.

Moreover, authentic poems are beneficial for use in order to improve the language skills and to avoid adapted and translated works. Adapted and translated works ruin the natural use of figurative language including special linguistic devices of the original text created, such as rhythm, meter, rhyme, assonance and alliteration as valuable language teaching tools and they take little chance on learners to broaden their vocabulary and to improve critical thinking skills and interpretative abilities. The selection of poems is important for communicative language classroom in the light of authentic, integrative and meaningful language teaching sources. However, the guide of teacher is important in the process of learners' dealing with the text as well. The teacher needs to approach to the text with a wide range of activities. The aim in exposing learners to various activities is to help learners who are trying to improve their skills.

With literature and specifically with poems, learners become familiar with culture and observe other people to think, interpret, act on variety of things. It allows learners to show their emotions and it broadens their different perspectives on the world. Literature usage is beneficial in the development of the foreign language if learners encounter different types of literary texts in the class. This study shows that

there is an opportunity to develop four language skills and areas for teachers. It also positively affects learners' interpretative, communicative abilities within the class. With the use of literary texts, learners are provided with a rich source of authentic materials. Literature which includes different genres such as epic, drama, lyric, novel, short story and poetry which motivates learners and offers opportunities for enjoyment and satisfaction. Particularly, poetry obviously provides a pleasure of reading as an effective use of language.

In this thesis study, strategies, advantages of literature and literature-oriented activities have been ordered in detail. It has been found out that poems present a rich, contemporary and entertaining source of material for EFL learners; it is an important literary genre which fosters awareness for words and discoveries; it makes learners interest in more and develops their analytical abilities. It touches learners' emotions, draws their attention so that they will learn English more eagerly; it improves learners' wide range of vocabulary and structure. When poetry is used to draw learners' attention and interest, it reaches its goal; that is, it becomes useful in order to improve language skills and language areas in the class as well. Poetry is also used to appeal to the emotions and to supply entertainment.

The thesis study has also drawn the conclusion that the use of poetry is necessary in an EFL class because it has many advantages such as improving reading, writing, listening, speaking skills, improving language areas which are grammar, vocabulary, fluency and pronunciation, developing confidence, imagination and creativity, improving critical thinking skills, communicative skills, providing wide range of input, encouraging motivation, interaction, language and learning awareness among learners. Poetry also includes figurative devices such as simile, metaphor, personification which make poetry useful, open to discussion in the class and it includes the musical qualities of rhythm and rhyme, other sound devices such as alliteration, assonance and onomatopoeia which make the oral interpretation and choral reading of poetry delightful to young people. Poetry can a useful literary text in encouraging learners to make interpretations themselves and it allows learners to make their own meanings. In this sense, poetry utilizes literary devices, structural ambiguity, semantic density and phonological patterns which will help improve interpretative skills of

learners. Similarly, the poetry also serves to improve inference skills. With the construction of meaning, by the aid of the language used in poetry, learners' understanding and interpretation of the language can be supported in an EFL class. Poetry also helps learners to appreciate and notice other cultures where English is spoken. Therefore, poetry broadens language learning process and improves learners' ways of self expression and self realization abilities within social settings. Consequently, the benefits of poetry use have been observed in detail in the thesis study.

Admittedly, this thesis attempts to study why poetry should be used in teaching of English as a foreign language and why English coursebooks should include poetry-oriented activities. Additionally, criteria for choosing materials related to the poetry are stated clearly. This study has revealed some significant conclusions. To start with, teachers of English both with an ELT background and literature background do not have a chance to use poetry or poetry-oriented activities in the class because of the limited class hour and the curricula. To overcome this problem, the teachers should select English coursebooks which include literary texts and poems. Also, they can supply different useful sources such as websites related to literature, various interactive learning apps, poetry books with activities suitable for learners' needs, interests, and age. In the selection of materials learners' age, needs, levels and interests should be taken into account. There should be warm-up, follow-up activities in an EFL lesson. Each stage should follow a plan. So, activities prepare learners to the lesson, it makes them feel secure in the class. The teacher needs to be ready before the lesson. Materials should be chosen attentively to overwhelm negative attitudes and thoughts about poetry. It is clear that teachers should use poems and poetry-oriented activities more and more frequently they use poems and the higher their expectation of improving the language proficiency becomes.

Many coursebooks are designed to present the grammatical structures, dialogue studies, writing sections however they do not include poetry in these parts of the coursebook. Learners should handle with poetry and poetry oriented activities as an entertaining, motivating material in their coursebooks so that they can get a pleasure of reading outside of the classroom as well so as to supply interaction and active

participation of learners in the class, the teachers should provide a rich source of materials supplying activities so teachers should design a lesson plan with a great concern. Poems should be in balance with the language level of learners and the objectives of EFL classes. Strategies which enable teachers to help improve learners' language skills as far as poetry use in EFL classes are clarified in detail in this study.

Moreover, poem based materials in EFL classes should be selected of according to the individual differences. These differences have effects on the language learning style such as cognitive development, literary competence, personality, social perspectives and motivation for learning a foreign language. While including poetry-oriented activities in a lesson, learners' personal differences and learning styles are substantial if they are followed continually by the teachers, language learning goals will be carried out in the process of education. Teachers can create various learning environments based on different learner styles in order to facilitate an effective language learning in the class. Learners start to think about the main themes or underlying meanings of the poem via reading poems.

IMPLICATIONS FOR ELT

The use of literature and poetry-oriented activities is effective in language teaching in the consideration of all advantages and benefits of using poetry in an EFL class. The first step to take should be to increase the amount of literature and literature-oriented lessons in ELT especially the poetry and poetry-oriented activities in English coursebooks. Namely, what the curricula designers and coursebook writers should take into account these concerns since teachers are only the practitioners.

Based on the observations of several dissertations, journals and articles related with the usage of poetry and literature in this study, the use of literature and of poetry in ELT classes should be encouraged and supported. More emphasis should be given to the inclusion of poetry and poetry-oriented activities in English coursebooks, the selection of poems regarding EFL learners' age, levels, interests. Because many ELT teachers believe that literature and literary texts should be an integral part of ELT process. Utilizing poems and poetry-oriented activities in an EFL class improves learners' linguistic and communicative skills. Most teachers try to create positive language learning environment with the use of poetry in the class. Through poetry and other kinds of literary texts usage, learners have an opportunity to increase their confidence, improve their interpretative abilities and critical thinking abilities.

There are many ELT teachers who have a literature background in the field of teaching so it will be easier to practice literature and literary works including especially poems during their teaching. Even for those who have got an ELT degree it is possible to practice literary texts as well and teachers can use innovative, interesting, enjoyable poetry based authentic materials, various sources such as internet and interactive learning apps.

Despite the argument that class hours are limited and there is not much space in curriculum and class to include literary texts such as poems, novels, stories. Teachers of English should and could spare time for literature and poetry in the class hours.

Materials should be chosen meticulously to overcome the negative attitudes and thoughts about poetry. There are various criteria in the selection of materials, advantages of poetry study in EFL classes and poetry-oriented activities are stated in

this thesis study. Familiar poems or interactive learning apps which include poetry-oriented activities are suitable when they are used regarding the age, needs, levels and interests of learners. Because such material motivates learners and learners get a pleasure of reading poems and other kinds of texts in and out of the classroom.

On the other hand, curriculum restriction is one of the mainly clarified reasons against the use of literature, poetry and other literary works. Considering that a teacher cannot do anything that what is determined in the curriculum in order to overwhelm curriculum restriction, literature or poetry may be encouraged by poetry-based activities, exercises, interactive learning apps, dubbing contests, useful poetry studies inside English coursebooks or club activities. These activities may arouse learners' curiosity and allow them to join related activities, improve their own confidence. Such activities inspire learners who are less interested in such subjects.

Also, the use of poetry improves learners' language skills and language areas. Poems are good sources to reinforce grammar structures and develop writing abilities, arise creativity and broaden learners' imagination to write. Poems also strengthen phonemic awareness, phonics, fluency and vocabulary, get learners to learn rhyming, sounds, stresses, pauses, alliteration and syllables.

Furthermore, teaching young learners can be demanding because their attention span is limited. However, poems and poetry-oriented activities can be enjoyable, make learners alert during the lesson time. Learners create a positive reaction through songs and chants supported poems within the class. So, they can get a pleasure of reading other kinds of materials out of the class.

RECOMMENDATIONS FOR FURTHER RESEARCH

Further research on poetry usage in English classes, the poetry based selection of materials can include studies in the following areas:

- Investigation of why poetry should be used in teaching English as a Foreign Language, stating the reasons clearly
- Investigation of criteria in the selection of materials with poetry
- Investigation of literature use in EFL classes, its integration in EFL lessons, the expression of past and current approaches in teaching English with literature
- Investigation of poetry in EFL classes, the importance of poems, advantages and benefits of poetry usage in EFL classes
- Reflections of changing attitudes about poetry psychologically and emotionally for both learners and teachers
- Effects of innovative, useful, creative poetry oriented activities for an EFL lesson
- Investigation of beneficial approaches and lesson plans in the teaching of literary texts for EFL learners.

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